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ABSTRACT

These skill standards, developed through a consortium of educational and industry partners in Illinois, serve as guides to workforce preparation program providers to define content for their programs and to employers to establish the skills and standards necessary for job acquisition and performance. The skill standards include the following components for each skill defined: performance area; performance skill; skill standard; and performance elements and assessment criteria. This publication contains skill standards for physical therapist assistants defined on these two levels of difficulty: physical therapist assistant and physical therapy aide. The skill standards are grouped in the following areas: (1) administrative and clerical functions; (2) communication; (3) support services; (4) patient care services; (5) assessment and data collection; (6) physical therapy interventions; and (7) physical agents and mechanical modalities. Each area contains 6-23 standards. The following items are appended: glossaries; lists of Illinois Occupational Skill Standards and Credentialing Council, Health and Social Services Subcouncil, and Physical Therapist Assistant Cluster Standards Development Committee members; Health and Social Services Subcouncil Physical Therapist Assistant Cluster Skill Standards Recognition Proposal; and a list of workplace skills. (KC)

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ILLINOIS

OCCUPATIONAL SKILL STANDARDS

PHYSICAL THERAPIST ASSISTANT CLUSTER

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ILLINOIS OCCUPATIONAL SKILL STANDARDS
PHYSICAL THERAPIST ASSISTANT CLUSTER

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ILLINOIS OCCUPATIONAL SKILL STANDARDS

PHYSICAL THERAPIST ASSISTANT CLUSTER

Endorsed for Illinois
By the
Illinois Occupational Skill Standards and
Credentialing Council

MESSAGE TO ILLINOIS CITIZENS

Dear Citizens of Illinois:

Preparing youth and adults to enter the workforce and to be able to contribute to society throughout their lives is critical to the economy of Illinois. Public and private interest in establishing national and state systems of industry-driven skill standards and credentials is growing in the United States, especially for occupations that require less than a four-year college degree. This interest stems from the understanding that the United States will increasingly compete internationally and the need to increase the skills and productivity of the front-line workforce. The major purpose of skill standards is to promote education and training investment and ensure that this education and training enables students and workers to meet industry standards that are benchmarked to our major international competitors.

The Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) has been working with industry subcouncils, the Illinois State Board of Education and other partnering agencies to adopt, adapt and/or develop skill standards for high-demand occupations. Skill standards products are being developed for a myriad of industries, occupational clusters and occupations. This document represents the collaborative effort of the Health and Social Services Subcouncil, the Physical Therapy Standards Development Committee and members of the Illinois Physical Therapy Association.

The skill standards for physical therapist assistants and physical therapy aides are designed to help program administrators and employers assess performance. The skill standards will also assist educational programs in teaching physical therapist students and physical therapist assistant students how to appropriately direct and supervise physical therapy aides. These skill standards will serve as a guide for employers who want a tool for determining what tasks physical therapy aides should be allowed to perform in the workplace and how to measure their competence in those tasks.

We encourage you to review these standards and share your comments. This effort has involved a great many people from business, industry and labor. Comments regarding their usefulness in curriculum and assessment design, as well as your needs for in-service and technical assistance in their implementation are critical to our efforts to move forward and improve the documents.

Questions concerning this document may be directed to:

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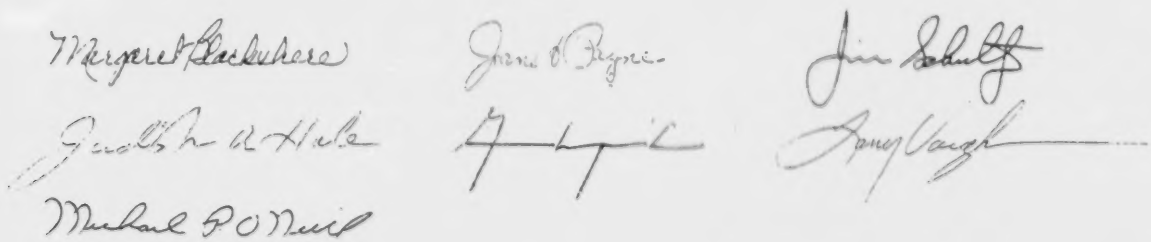
We look forward to your comments.

Sincerely,

The Members of the IOSSCC



THE ILLINOIS PERSPECTIVE

The Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) endorses occupational skill standards and credentialing systems for occupations that (a) require basic workplace skills and technical training, (b) provide a large number of jobs with either moderate or high earnings, and (c) provide career advancement opportunities to related occupations with moderate or high earnings. The nine-member Council was established by the Occupational Skill Standards Act (PA 87-1210). The Council, representing business, industry and labor and working with the Illinois State Board of Education in partnership with the Illinois Community College Board, Illinois Board of Higher Education, Illinois Department of Employment Security and Illinois Department of Commerce and Community Affairs, has created a common vision for workforce development in Illinois.

Vision

It is the vision of the IOSSCC to develop a statewide system of industry-defined and recognized skill standards and credentials for all major skilled occupations providing strong employment and earnings opportunities in Illinois. Information related to occupational employment and earning opportunities is determined by the Illinois Occupational Information Coordinating Committee (IOICC) in cooperation with business and industry.

Subcouncils and Standards Development Committees

Under the direction of the Council, and in cooperation with organizations such as the Illinois Chamber of Commerce, the Illinois AFL-CIO, the Illinois Manufacturers' Association, and others, Industry Subcouncils have been formed to review, approve and promote occupational skill standards and credentialing systems. The Industry Subcouncils are Agriculture and Natural Resources; Applied Science and Engineering*; Business and Administrative Information Services; Communications; Construction*; Educational Services*; Energy and Utilities*; Financial Services; Health and Social Services; Hospitality; Legal and Protective Services*; Manufacturing; Marketing and Retail Trade; and Transportation, Distribution and Logistics. (*Subcouncils currently being formed.)

The Standards Development Committees, composed of business, labor and education representatives, are experts in the related occupational cluster and work with the product developer to

- develop or validate occupational skill standards,
- identify related academic skills,
- develop or review assessment or credentialing approaches, and
- recommend endorsement of the standards and credentialing system to the industry subcouncil.

Expected Benefits for Employers, Educators, Students and Workers

Occupational skill standards and credentialing systems are being developed and promoted by the IOSSCC to improve Illinois' competitiveness. Such standards and credentialing systems provide a common language for employers, workers, students and education and training providers to communicate skill requirements and quality expectations for all major industry and occupational areas.

For Employers, skill standards will

- Improve employee recruitment and retention by more clearly identifying skill requirements,
- Encourage improved responsiveness and performance of education and training providers,
- Enlarge the pool of skilled workers,
- Focus attention on the importance of training investment.

For Education and Training Providers, skill standards will

- Provide information on all major industries and occupations.
- Contribute to program and curriculum development.
- Strengthen relationships between educators and training providers.
- Improve career planning.

For Students and Workers, skill standards will

- Foster better decision making concerning careers and the training necessary to acquire well-paying jobs.
- Allow more effective communication with employers about what they know and can do.
- Allow more effective work with employers in career development and skill upgrading.

IOSSCC Requirements for Occupational Skill Standards

Any occupational skill standards and credentialing system seeking IOSSCC endorsement must

- represent an occupation or occupational cluster that meets the criteria for IOSSCC endorsement;
- address both content and performance standards for critical work functions and activities for an occupation or occupational area;
- ensure formal validation and endorsement by a representative group of employers and workers within an industry;
- provide for review, modification and revalidation by an industry group a minimum of once every five years;
- award credentials based on assessment approaches that are supported and endorsed by the industry and consistent with nationally recognized guidelines for validity and reliability;
- provide widespread access and information to the general public in Illinois;
- include marketing and promotion by the industry in cooperation with the partner state agencies.

Occupations that do not meet the criteria for IOSSCC endorsement, but are part of an occupational cluster that is being developed, may be presented for recognition by the IOSSCC. Examples of occupations that do not meet the endorsement criteria, but have been recognized by the IOSSCC are Certified Nurse Assistant and Physical Therapy Aide.

Definitions and Endorsement Criteria

The definitions and endorsement criteria are designed to promote the integration of existing and future industry-recognized standards, as well as the integration of the Illinois academic and occupational skill standards. Because all skill standards must address the critical work functions and activities for an occupation or industry/occupational area, the Council further defined three major components:

- ***Conditions of Performance:*** The information, tools, equipment and other resources provided to a person for a work performance.
- ***Statement of Work:*** A description of the work to be performed by a person.
- ***Performance Criteria:*** The criteria used to determine the required level of performance. These criteria could include product characteristics (e.g., accuracy levels, appearance), process or procedural requirements (e.g., safety, standard professional procedures) and time and resource requirements.

The IOSSCC is currently working with the Illinois State Board of Education and other state agencies to integrate the occupational standards with the Illinois Learning Standards which describe what students should know and be able to do as a result of their education. The Council is also working to integrate workplace skills—problem solving, critical thinking, teamwork, etc.—with both the Learning Standards and the Occupational Skill Standards.

The Illinois Model

Illinois Occupational Skill Standards describe what people should know and be able to do and how well these skills and knowledge will be demonstrated in an occupational setting. They focus on the most critical work performances for an occupation or occupational area. As seen in the following model, Illinois Occupational Skill Standards contain at least these areas:

- Performance Area
- Performance Skill
- Skill Standard
- Performance Elements
- Performance Assessment Criteria

Illinois Occupational Skill Standards also carry a coding at the top of each page identifying the state, fiscal year in which standards were endorsed, subcouncil abbreviation, cluster abbreviation and standard number. For example, the twenty-fifth skill standard in the Physical Therapist Assistant Cluster, which has been developed by the Health and Social Services Subcouncil, would carry the following coding: IL.99.HSS.PT.25.

A model for Illinois Occupational Skill Standards showing the placement of the coding and providing a description of each area within a standard is contained on the following page.

SUMMARY OF WORK TO BE PERFORMED. SUMMARY IS BRIEF AND BEGINS WITH AN ACTION VERB.

IL.FY.SUBCOUNCIL. CLUSTER. STANDARD NO

PERFORMANCE AREA

SKILL STANDARD

CONDITIONS OF PERFORMANCE

A comprehensive listing of the information, tools, equipment and other resources provided to the person(s) performing the work.

WORK TO BE PERFORMED

An overview of the work to be performed in demonstrating the performance skill standard. This overview should address the major components of the performance. The detailed elements or steps of the performance are listed under "Performance Elements."

PERFORMANCE CRITERIA

The assessment criteria used to evaluate whether the performance meets the standard. Performance criteria specify product/outcome characteristics (e.g. accuracy levels, appearance, results) and process or procedure requirements (e.g. safety requirements, time requirements).

PERFORMANCE ELEMENTS

Description of the major elements or steps of the overall performance and any special assessment criteria associated with each element.

PERFORMANCE ASSESSMENT CRITERIA

Listing of required testing, certification and/or licensing.

Product and process used to evaluate the performance of the standard.

PRODUCT

Description of the product resulting from the performance of the skill standard.

PROCESS

Listing of steps from the Performance Elements which must be performed or the required order or performance for meeting the standard.

DEVELOPMENTAL PROCESS

After studying labor market information, the Health and Social Services Subcouncil recommended a physical therapy cluster be an occupational area for which performance skill standards would be developed. This cluster meets the criteria established by the Council for performance skill standard development, education and training requirements, employment opportunities, earnings potential and/or career opportunities. The careers identified in the physical therapy cluster include the physical therapy aide and the physical therapist assistant (PTA) occupations. A product developer knowledgeable with the physical therapy cluster began the process of performance skill identification. Given the range of skill between the two occupations, the initial charge for the product developer was to prepare an organizational framework that would address the major skills expected in the workplace.

Job descriptions from physical therapy clinical agencies and competencies addressed in related educational programs were obtained and reviewed. National and state standards regarding the roles and utilization of aides and assistants and the educational standards for physical therapist assistants provided direction for the organizational framework. These included the *Guide to Physical Therapist Practice*, the *American Physical Therapy Association (APTA) House of Delegates Policy on Direction and Supervision in Physical Therapy Services, the APTA Position on Physical Therapy Aides, the APTA Position on Physical Therapy Intervention and A Normative Model of Physical Therapist Assistant Education*, the *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistant;* and the *Illinois Physical Therapy Act*. Common and accepted texts used by educational institutions were also consulted.

A standards development committee composed of physical therapists and physical therapist assistants from a variety of clinical settings was convened. The framework and initial outline of performance skills were presented to the standards development committee for review, adjustment and/or validation. Work then continued on the development of the skill standards statements and the elements/assessment criteria in accordance with the direction established by the Illinois Occupational Skill Standards and Credentialing Council. The product developer submitted the draft performance skill standards to the Standards Development Committee which met during a two-day session to review and revise the standards. The Standards Development Committee met once again to review the skill standards and make recommendations focused on consistency in terminology.

The skill standards describe the skill only and do not detail the background knowledge or theory related to the particular skill base. Performance elements and assessment criteria were developed using standard reference texts. The criteria are behavioral statements of skill standards. As such, they serve as an evaluation tool and workplace guide, but are not a prescription for curriculum. Physical therapist assistants are graduates of an accredited physical therapist assistant education program and are licensed by the State of Illinois to assist the physical therapist in the provision of physical therapy services. Physical therapy aides receive on-the-job training and are not licensed or credentialed by the state or any other agency. The supervising physical therapist must determine which tasks are appropriately directed to the aide. These skill standards may be used to clarify the role of the physical therapy aide.

A complete set of skill standards statements was provided to the Subcouncil. At the recommendation of the Subcouncil, copies of the performance skill standards were distributed for further review by a selected health care community. The Subcouncil also reviewed the materials in depth. Comments submitted by members of the Subcouncil and those requested from outside reviewers have been integrated into the final product. A statement of assumptions accompanies this document to provide context for the standards document.

ASSUMPTIONS FOR PHYSICAL THERAPIST ASSISTANT CLUSTER STANDARDS

Skill standards statements assume:

1. Workplace skills (employability skills) are expected of all individuals. Socialization skills needed for work are related to lifelong career experience and are not solely a part of the initial education process. The workplace skills can be found in Appendix G.
2. Specific policies and procedures of the work site will be made known to the individual and will be followed.
3. Time elements outlined for the skill standards result from the experience and consideration of the panel of experts who made up the Standards Development Committee.
4. Skills will progress from simple to complex. Once a skill has been successfully performed, it will be incorporated into more complex skills.
5. Background knowledge or theory related to each skill is assumed. Although the skill standard enumerates steps to successful demonstration, rote approaches to the outcomes are not prescribed.
6. Skill standards were selected because they meet workplace needs and are designed to meet professional standards of practice.
7. Skill standards do not replace, supersede or substitute for procedure manuals.
8. Skill standards do not replace, supersede or substitute for graduation from an accredited program of study or licensing for physical therapist assistants.
9. Skills are identifiable, measurable standards of practice which may be used to demonstrate competency to employers.
10. Testing conditions will be conducive to meeting the standard of performance. A typical physical therapy environment and standard equipment will be provided.
11. The skill standards intended to reflect competencies at entry level of the identified occupations are to be tested with patient/clients in stable conditions in structured, supervised settings.
12. Patient/client rights will be learned as part of the education process and will be respected and expected as part of employment.
13. The physical therapist of record is the person who is directly responsible for the actions of the physical therapist assistant and the physical therapy aide.
14. The APTA Standards of Ethical Conduct for the Physical Therapist Assistant, House of Delegates Policy on Direction and Supervision in Physical Therapy Services, Position on Physical Therapy Aides, Position on Physical Therapy Intervention; and the Illinois Physical Therapy Act give direction to the legal and ethical dimensions of practice.

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	Perform Tilt Table Treatment	151
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PERFORMANCE SKILL LEVELS

Physical Therapist Assistant/Physical Therapy Aide
Physical therapist assistants are graduates of an accredited physical therapist assistant education program and are licensed to assist the physical therapist in the provision of physical therapy services.

Licensed physical therapist assistants may perform all of the skills listed under the direction and general supervision of a licensed physical therapist. Physical therapy aides may perform the skills indicated as physical therapy aide skills only under the continuous on-site supervision of a licensed physical therapist or licensed physical therapist assistant.

	PHYSICAL THERAPIST ASSISTANT	PHYSICAL THERAPY AIDE
ADMINISTRATIVE/CLERICAL FUNCTIONS		
Supervise Physical Therapy Aides and Physical Therapist Assistant Students	•	
Enter Patient/Client Data	•	•
Schedule Appointment for Patient/Client	•	•
Conduct Physical Therapy Equipment and Supply Inventories	•	•
Complete Equipment Repair/Maintenance Form	•	•
Distribute Physical Therapy Patient/Client Documentation	•	•
COMMUNICATION		
Communicate and Collaborate Within the Health Care Team	•	•
Acknowledge Patient/Client and/or Visitor	•	•
Obtain Relevant Information from Medical Chart	•	
Obtain Relevant Information from the Physical Therapy Chart	•	•
Interpret Physical Therapist's Plan of Care	•	
Obtain Relevant Information from a Patient/Client	•	
Provide Physical Therapy Instructions to Patient/Client and/or Family/Caregiver	•	
Write Physical Therapy Reports	•	
Participate in Multidisciplinary Meetings	•	
Report Patient/Client Status and Response to Intervention to Physical Therapist/Physical Therapist Assistant	•	•
SUPPORT SERVICES		
Wash Hands (Medical Asepsis)	•	•
Use Standard/Transmission (Universal) Precautions	•	•
Use Proper Body Mechanics	•	•
Clean Equipment	•	•
Conduct and Document Culture Test on Equipment	•	•
Stock Equipment and Supplies	•	•

PERFORMANCE SKILL LEVELS

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	PHYSICAL THERAPIST ASSISTANT	PHYSICAL THERAPY AIDE
SUPPORT SERVICES (*Continued*)		
Prepare Physical Therapy Area for Treatment	•	•
Assist with Superficial Thermal Agent Intervention	•	•
Clear and Clean Area After Physical Therapy Intervention	•	•
PATIENT CARE SERVICES		
Prepare Patient/Client for Treatment	•	•
Assist Patient/Client with Toileting	•	•
Transfer Patient/Client to and from Wheelchair	•	•
Transfer Patient/Client to and from Stretcher	•	•
Transfer Patient/Client Using Hydraulic Lift	•	•
Transport Patient/Client by Wheelchair/Stretcher	•	•
Ambulate Patient/Client with Assistive Device(s)	•	•
Assist Patient/Client with Established Exercises	•	•
Apply Elastic Bandages and Stockings	•	•
Assist with Wound Care	•	•
Assist with Hydrotherapy Treatment	•	•
Administer Oxygen Using a Portable Oxygen Cylinder and Nasal Cannula	•	•
ASSESSMENT AND DATA COLLECTION		
Measure Vital Signs	•	•
Screen Patient/Client for Need of Physical Therapy Examination	•	
Assess Aerobic Capacity and Endurance	•	
Measure Anthropometric Characteristics	•	
Assess Arousal, Mentation and Cognition	•	
Assess Assistive and Adaptive Devices	•	
Assess Community and Work Integration/Reintegration	•	
Assess Environmental Barriers	•	

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	PHYSICAL THERAPIST ASSISTANT	PHYSICAL THERAPY AIDE
ASSESSMENT AND DATA COLLECTION (*Continued*)		
Assess Gait, Locomotion and/or Balance	•	
Assess Integumentary Integrity	•	
Assess Motor Function	•	
Assess Muscle Performance (Strength, Power and Endurance)	•	
Assess Neurodevelopment and Sensory Integration	•	
Assess Orthotic, Protective and Supportive Device(s)	•	
Assess Pain	•	
Assess Peripheral Joint Integrity and Mobility	•	
Assess Posture	•	
Assess Prosthetic Device(s)	•	
Assess Range of Motion (Including Muscle Length)	•	
Assess Self-Care and Home-Management Skills	•	
Assess Sensory Integrity	•	
Assess Ventilation, Respiration and Circulation	•	
Use Information from Assessment and Data Collection	•	
PHYSICAL THERAPY INTERVENTIONS		
Provide Patient/Client-Related Instruction	•	
Direct Therapeutic Exercise Program	•	
Provide Functional Training in Self-Care and Home-Management	•	
Provide Functional Training in Community or Work Integration/Reintegration	•	
Perform Manual Therapy Techniques	•	
Recommend and Apply Device(s) and Equipment	•	
Perform Airway Clearance Techniques	•	
Perform Wound Management Techniques	•	
Apply Electrotherapeutic Modalities	•	

PERFORMANCE SKILL LEVELS

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PHYSICAL AGENTS AND MECHANICAL MODALITIES	PHYSICAL THERAPIST ASSISTANT	PHYSICAL THERAPY AIDE
Apply Cryotherapy Modalities	•	
Apply Superficial Thermal Modalities	•	
Apply Deep Thermal Modalities	•	
Perform Immersion Hydrotherapy	•	
Apply Lavage Hydrotherapy	•	
Apply Phototherapy	•	
Apply Compression Device	•	
Apply Continuous Passive Motion (CPM) Device	•	
Apply Mechanical Percussor	•	
Perform Tilt Table Treatment	•	
Apply Mechanical Traction	•	

SUPERVISE PHYSICAL THERAPY AIDES AND PHYSICAL THERAPIST ASSISTANT STUDENTS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client record if task involves patient/client care
Departmental policy and procedures manual
Documentation of student/aide level of training/experience

WORK TO BE PERFORMED

Supervise a physical therapy aide or physical therapist assistant student in the performance of a delegated task in compliance with the Illinois Physical Therapy Act.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the task and level of training/experience of the student/aide.

PERFORMANCE ELEMENTS

1. Choose task to be delegated to student/aide.
2. Communicate task to student/aide.
3. Advise student/aide of possible problems associated with the task to be performed.
4. Supervise student/aide in performance of the task.
5. Verify that task was completed accurately and according to departmental standards.
6. Give feedback to student/aide regarding quality and/or completeness of his/her performance.

PERFORMANCE ASSESSMENT CRITERIA

Test the knowledge of principles of delegation and supervision of students and aides.

Observe the performance of supervising physical therapy aides and physical therapist assistants.

PRODUCT

An appropriate task is delegated to a student/aide who completes the task under supervision according to departmental standards

PROCESS

Performance elements 1-6 are critical for supervising a student/aide in the performance of a delegated task and performance elements 1-5 are performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client information
Departmental policy and procedures manual
Appropriate forms (e.g., charge slips, treatment logs, etc.)

WORK TO BE PERFORMED

Enter patient/client data on departmental form(s).

PERFORMANCE CRITERIA

The skill is performed in 5 minutes with 100% accuracy. The information is clear, concise and legible.

Time to complete the skill varies depending upon length of form(s) and departmental policy and procedures.

PERFORMANCE ELEMENTS

1. Locate appropriate form(s).
2. Verify patient/client information.
3. Record data on departmental form(s).
4. Sign or initial entries, as required.
5. File form(s) in appropriate location.

PERFORMANCE ASSESSMENT CRITERIA

Observe the accuracy and efficiency of the performance of entering patient/client data.

PRODUCT

Physical therapy records are completed according to departmental standards.

PROCESS

All performance elements are critical for completing the data entry. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

SCHEDULE APPOINTMENT FOR CLIENT/PATIENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client information
Schedule book/system

WORK TO BE PERFORMED

Schedule a patient/client's physical therapy appointment to meet the needs of the patient/client and department.

PERFORMANCE CRITERIA

The skill is performed in 2 minutes with 100% accuracy for an existing patient/client. New patients/clients may require additional time depending on the complexity of the situation.

PERFORMANCE ELEMENTS

1. Verify patient/client's name and type of treatment to be received.
2. Identify date and time that will meet the needs of the patient/client.
3. Identify departmental scheduling conflicts and schedule to avoid them.
4. Record patient/client's appointment.
5. Provide patient/client with confirmation of appointment, if applicable.
6. Return schedule book to designated location, if applicable

PERFORMANCE ASSESSMENT CRITERIA

Observe the accuracy and efficiency of the performance of scheduling appointments for patients/clients.

PRODUCT

A patient/client appointment is scheduled accurately and efficiently to meet the needs of the patient/client and department.

PROCESS

All performance elements are critical for completing the data entry. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

CONDUCT PHYSICAL THERAPY EQUIPMENT AND SUPPLY INVENTORIES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Inventory record sheets
Equipment and/or supplies to be inventoried
Departmental policy and procedures manual

WORK TO BE PERFORMED

Complete inventory forms identifying equipment and/or supplies.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the amount of equipment/supplies to be inventoried.

PERFORMANCE ELEMENTS

1. Locate correct inventory form.
2. Complete inventory that may include
   a. Name and identification number of each item on form,
   b. Expiration date of each item on form,
   c. Quantity of each item on hand on form.
3. Process completed inventory form according to departmental procedures.

PERFORMANCE ASSESSMENT CRITERIA

Observe the accuracy and efficiency of the performance of conducting inventories for physical therapy equipment and supplies.

PRODUCT

An equipment and/or supply inventory is completed accurately and efficiently.

PROCESS

All performance elements are critical for completing an equipment and/or supply inventory and are performed in sequence

COMPLETE EQUIPMENT REPAIR/MAINTENANCE FORM.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Equipment information
Repair/Maintenance request form
Departmental policy and procedures manual

WORK TO BE PERFORMED

Complete an equipment repair/maintenance request form.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the amount of equipment/supplies to be inventoried.

PERFORMANCE ELEMENTS

1. Obtain equipment repair/maintenance request form.
2. Enter information on request form.
   a. Equipment name and number
   b. Description of problem
   c. Date of request
   d. Status of request (e.g., urgent, ASAP, etc.)
3. Obtain appropriate initial or signature for request form.
4. Make a photocopy of form.
5. Retain a copy of equipment repair/maintenance request form.
6. Forward original form according to departmental procedure.

PERFORMANCE ASSESSMENT CRITERIA

Observe the accuracy and efficiency of completing an equipment repair/maintenance request form.

PRODUCT

An equipment repair/maintenance request form is completed accurately and efficiently.

PROCESS

All performance elements are critical for completing an equipment repair/maintenance request form. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

DISTRIBUTE PHYSICAL THERAPY PATIENT/CLIENT DOCUMENTATION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Physical therapy patient/client documentation
Patient/client's medical record
Departmental policy and procedures manual

WORK TO BE PERFORMED

Distribute original physical therapy patient/client documentation to the patient/client's medical record and forward copies as requested.

PERFORMANCE CRITERIA

The skill is performed in 10 minutes with 100% accuracy.

PERFORMANCE ELEMENTS

1. Verify completeness of physical therapy documentation.
   a. Patient/client name
   b. Patient/client identification number
   c. Date of patient/client treatment documented
   d. Signature of therapist/assistant
2. Retain a copy of patient/client documentation.
3. Place original documentation in patient/client's medical record.
4. Distribute copies of patient/client documentation as designated.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of distributing physical therapy documents.

PRODUCT

Physical therapy documentation is copied and distributed according to departmental standards.

PROCESS

All performance elements are critical for copying and distributing physical therapy documentation. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

COMMUNICATE AND COLLABORATE WITHIN THE HEALTH CARE TEAM.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Equipment necessary depends upon type of communication and collaboration taking place.

WORK TO BE PERFORMED

Participate in a collaborative fashion within the scope of practice to achieve the goals of the health care team.

PERFORMANCE CRITERIA

The effective and purposeful use of communication within the health care team is demonstrated 100% of the time.

A time limit is not appropriate for this skill standard.

PERFORMANCE ELEMENTS

1. Identify specific roles and accompanying tasks of members of health care team.
2. Listen to instructions given for care. Clarify instructions that are not understood.
3. Request assistance and/or supervision when unsure of skill performance required.
4. Identify and correct communication habits and performance that may be a detriment to accomplishing goals assigned to health care team.
5. Report and record information promptly about condition of patient/client and results of interventions provided to patient/client.
6. Report and record any part of an assignment not accomplished in a timely fashion along with explanation of why assignment was not completed.
7. Request, accept and offer help when required to meet care needs of patient/client.
8. Display courtesy and a sense of dignity to co-workers, supervisors, patients/clients and visitors to facility.
9. Maintain confidentiality about all matters encountered in work setting.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of communication and collaboration within the health care team.

Observe the communication and collaboration behaviors in the work situation.

PRODUCT

Effective and purposeful communication and collaboration within the health care team is demonstrated.

PROCESS

All performance elements are critical for communicating and collaborating within the health care team. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ACKNOWLEDGE PATIENT/CLIENT AND/OR VISITOR.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client and/or visitor
Department treatment log/schedule book
Departmental policy and procedures manual

WORK TO BE PERFORMED

Acknowledge patient/client and/or visitor in a timely and pleasant manner.

PERFORMANCE CRITERIA

The skill is performed in 2 minutes with 100% accuracy.

PERFORMANCE ELEMENTS

1. Acknowledge patient/client and/or visitor in a pleasant manner.
2. Introduce yourself to patient/client/visitor by name and title.
3. Identify patient/client/visitor by name.
4. Verify patient/client/visitor's appointment.
5. Direct patient/client/visitor to waiting area.
6. Notify staff of patient/client/visitor's presence.
7. Inform patient/client/visitor of approximate wait time.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of communication.

Observe the performance of acknowledging a patient/client and/or visitor.

PRODUCT

A patient/client and/or visitor is acknowledged and identified and staff is notified in a timely and pleasant manner.

PROCESS

All performance elements are critical for greeting and identifying a patient/client and/or visitor. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

OBTAIN RELEVANT INFORMATION FROM MEDICAL RECORD.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client's medical record
Departmental policy and procedures manual
Appropriate forms

WORK TO BE PERFORMED

Identify, verify and record relevant information from a given patient/client's medical record and communicate the information to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity and quantity of information in the patient/client's record.

PERFORMANCE ELEMENTS

1. Obtain correct patient/client's medical record.
2. Review the patient/client's medical record.
   a. Verify physician's order for physical therapy intervention.
   b. Identify physician's diagnosis of patient/client's condition.
   c. Review patient/client's past medical history for possible contraindications or precautions for physical therapy intervention.
   d. Identify interventions and/or diagnostic tests and results since previous physical therapy documentation.
   e. Identify changes in diagnosis, physician orders, and/or patient/client status since previous physical therapy documentation.
3. Communicate (verbally or in writing) information obtained from the patient/client's medical record to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the accuracy, relevance and communication of the information obtained from the medical record.

Observe the performance of obtaining accurate and relevant information from the medical record and communicating that information to the physical therapist.

PRODUCT

Relevant information is identified and verified in the medical record and is communicated to the physical therapist.

PROCESS

All performance elements are critical for identifying relevant information from the medical record. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

OBTAIN RELEVANT INFORMATION FROM THE PHYSICAL THERAPY RECORD.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client's physical therapy record

WORK TO BE PERFORMED

Identify and verify relevant information from the patient/client's physical therapy record.

PERFORMANCE CRITERIA

The skill is performed in 5 minutes with 100% accuracy.

PERFORMANCE ELEMENTS

1. Locate patient/client's physical therapy record.
2. Verify presence of copy of physician's order for physical therapy.
3. Identify pertinent insurance and reimbursement information.
4. Review physical therapist's evaluation for subjective and objective information relevant to treatment of the patient/client.
5. Review physical therapist's treatment goals.
6. Identify contraindications and/or precautions for treatment.
7. Review physical therapist's treatment plan. Contact therapist for clarification if necessary.
8. Return patient/client's physical therapy record to designated location.

PERFORMANCE ASSESSMENT CRITERIA

Test the ability to identify relevant information included in a typical physical therapy record.

Test the principles of communication.

Observe the performance of obtaining relevant information from the physical therapy record.

PRODUCT

Accurate and relevant information is identified and verified in the patient/client's physical therapy record.

PROCESS

All performance elements are critical for identifying relevant information in a patient/client physical therapy record. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

INTERPRET PHYSICAL THERAPIST'S PLAN OF CARE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client's physical therapy record

WORK TO BE PERFORMED

Review and interpret the physical therapy plan of care for an individual patient/client and obtain clarification, if needed, prior to implementation of the plan of care.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the plan of care and whether or not the physical therapist is consulted for clarification.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Note any contraindications and/or precautions for plan of care.
3. Consult with therapist if clarification of plan of care is needed.
4. Note any clarification given by therapist.
5. Implement plan of care and monitor patient/client's responses accordingly.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of clarifying and following the physical therapy plan of care and their significance.

Observe the performance of interpreting the physical therapist's plan of care.

PRODUCT

The physical therapy plan of care is interpreted and clarified as needed prior to implementation.

PROCESS

All performance elements are critical for interpreting the physical therapy plan of care. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

OBTAIN RELEVANT INFORMATION FROM A PATIENT/CLIENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record or appropriate form
Area for private conversation

WORK TO BE PERFORMED

Obtain and record information from patient/client regarding past medical history, current condition, and previous physical therapy, with observation of nonverbal communications of patient/client.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies according to the complexity and needs of the patient/client.

PERFORMANCE ELEMENTS

1. Obtain patient/client's physical therapy record or appropriate form for recording information.
2. Verify patient/client's identification.
3. Communicate with patient/client regarding past medical history, current condition, and previous physical therapy noting
   a. Tone of voice,
   b. Facial expression,
   c. Body language,
   d. Attitude towards therapy,
   e. Answers to questions.
4. Record relevant observations and/or information.
5. Identify possible contraindications to physical therapy intervention.
6. Report any unusual patient/client behaviors or contraindications to physical therapist.
7. File form or record in designated location.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of communication and relevant questions for obtaining information from a physical therapy patient/client.

Observe the performance of obtaining relevant information from the patient/client.

PRODUCT

Relevant information regarding the patient/client's history, present condition, previous physical therapy, and nonverbal communications is gathered and reported.

PROCESS

All performance elements are critical for obtaining relevant information from a patient/client. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE PHYSICAL THERAPY INSTRUCTIONS TO PATIENT/CLIENT AND/OR FAMILY/CAREGIVER.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client and/or family/caregiver
Patient/client's physical therapy record
Appropriate physical therapy equipment/materials

WORK TO BE PERFORMED

Instruct patient/client and/or family/caregiver in a physical therapy procedure following departmental protocol.

PERFORMANCE CRITERIA

Instruction in a physical therapy procedure is performed in a clear and concise manner. The patient/client's and/or family/caregiver's comprehension of the teaching is verified 100% of the time.

Time to complete the skill varies with the complexity of the procedure to be instructed and the needs of the patient/client and/or family/caregiver.

PERFORMANCE ELEMENTS

1. Review patient/client's record and physical therapy treatment plan.
2. Greet patient/client and/or family/caregiver and verify identification.
3. Explain physical therapy procedure.
   a. Purpose
   b. Indications
   c. Contraindications
   d. Precautions
   e. Goals
4. Communicate instructions to patient/client and/or family/caregiver.
   a. Explain what patient/client and/or family/caregiver is to do, not do, feel, etc.
   b. Demonstrate steps in procedure.
   c. Explain importance of patient/client reporting any adverse reactions.
   d. Answer patient/client and/or family/caregiver questions regarding procedure.
5. Verify that patient/client and/or family/caregiver understands instructions.
   a. Have patient/client and/or family/caregiver repeat instructions.
   b. Have patient/client and/or family/caregiver demonstrate procedure.
   c. Correct any misconceptions regarding procedure.
6. Provide written copy of instructions, if appropriate.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of teaching and learning.

Test the principles of the physical therapy procedures to be instructed.

Observe the performance of providing physical therapy instructions to the patient/client and/or family/caregiver.

PRODUCT

Physical therapy instructions are given in a clear and concise manner and comprehension by the patient/client and/or family/caregiver is verified.

PROCESS

All performance elements are critical for instructing a patient/client and/or family/caregiver in a physical therapy procedure. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

WRITE PHYSICAL THERAPY REPORTS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client's physical therapy record
Departmental policy and procedures manual
Appropriate forms (e.g., Medicare forms, flow charts, etc.)

WORK TO BE PERFORMED

Write physical therapy reports following departmental guidelines for documentation.

PERFORMANCE CRITERIA

Physical therapy reports are concise, complete, and legible and are completed with 100% accuracy.

The report is signed and dated by the preparer.

Time to complete the skill varies from 5-15 minutes depending on the complexity of the report.

PERFORMANCE ELEMENTS

1. Locate patient/client's physical therapy record.
2. Decide what type of report is needed which may include but not be limited to
   a. Progress note
   b. Re-certification summary
   c. Discharge summary
3. For progress note, record
   a. Subjective information
   b. Objective information
   c. Assessment
   d. Treatment plan
4. For summary, record
   a. Duration of treatment
   b. Interventions received
   c. Frequency of treatment
   d. Subjective information
   e. Goals, and if achieved
   f. Functional progress from physical therapy interventions
   g. Reason for continuation of therapy or discharge
5. Sign and date documentation.
6. Forward documentation to physical therapist for review and signature, if required by departmental policy.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of physical therapy documentation and communication.

Evaluate the product.

Observe the performance of writing physical therapy reports.

PRODUCT

The physical therapy report contains accurate and relevant information in a clear, concise, and legible manner following departmental documentation guidelines.

PROCESS

The performance elements are critical for writing physical therapy reports. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PARTICIPATE IN MULTI-DISCIPLINARY MEETINGS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client's physical therapy record
Agenda for meeting

WORK TO BE PERFORMED

Participate as a member of the health care team in discussion of a patient/client who is receiving physical therapy.

PERFORMANCE CRITERIA

Relevant information regarding the patient/client is sought and provided in a professional manner.

Time to complete the skill varies with the complexity of the case to be discussed.

PERFORMANCE ELEMENTS

1. Confirm date, time, location and purpose of meeting.
2. Consult with physical therapist regarding relevant information to be discussed at meeting, if appropriate.
3. Arrive at meeting with appropriate materials.
4. Contribute to discussion of patient/client.
5. Communicate relevant patient/client information to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of the multidisciplinary team approach to patient/client care.

Test the principles of communication.

Observe the performance of participation in a multidisciplinary team meeting.

PRODUCT

Relevant information regarding a physical therapy patient/client is obtained and provided in a multidisciplinary meeting. Relevant information from the meeting is communicated to the physical therapist

PROCESS

The performance elements are critical for participating in multidisciplinary meetings. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

REPORT PATIENT/CLIENT STATUS AND RESPONSE TO INTERVENTION TO PHYSICAL THERAPIST/PHYSICAL THERAPIST ASSISTANT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client information
Access to physical therapist/physical therapist assistant by phone or in person

WORK TO BE PERFORMED

Report patient/client's subjective comments and reactions to intervention and/or changes in condition to the physical therapist/physical therapist assistant; submit reports accurately and in a timely manner.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the information and the immediacy of the situation.

PERFORMANCE ELEMENTS

1. Identify relevant information to be reported to physical therapist/physical therapist assistant.
   a. Patient/client's subjective comments
   b. Patient/client's reaction to intervention
   c. Any change in patient/client's condition
2. Report relevant patient/client information to physical therapist/physical therapist assistant by phone or in person.
3. Follow physical therapist/physical therapist assistant's instructions regarding patient/client.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of relevant patient/client information.

Test the principles of communication.

Observe the performance of reporting patient/client status and response to intervention.

PRODUCT

The physical therapist/physical therapist assistant is notified in a timely manner of any changes in the patient/client's subjective comments, reaction to intervention, and/or condition.

PROCESS

The performance elements are critical for reporting patient/client information to the physical therapist/physical therapist assistant and are performed in sequence.

WASH HANDS (Medical Asepsis)

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Sink with running water
Hand soap or cleansing agent
Disposable towels
Wastebasket

WORK TO BE PERFORMED

Wash hands in an aseptic manner.

PERFORMANCE CRITERIA

The skill is completed in 2 minutes with 100% accuracy.

PERFORMANCE ELEMENTS

1. Stand facing sink without allowing clothing or hands to contact sink or counter.
2. Expose hands to above the wrists. Remove watch and jewelry.
3. Turn water on and adjust temperature to warm.
4. Wet hands and wrists with fingers directed downward throughout procedure.
5. Apply soap or cleansing agent to hands.
6. Wash hands using friction and rotatory motions for at least 30 seconds.
   a. Wash palms and dorsum of each hand at least 10 seconds.
   b. Interlace fingers and wash between them for at least 10 seconds.
   c. Rub fingernails against the opposite palm to clean under nails.
   d. Wash wrists and lower 2-3 inches of forearms for at least 10 seconds.
7. Rinse hands from wrists to fingers with fingers directed downward.
8. Dry hands and forearms thoroughly with a disposable towel. Dispose of used towels in wastebasket without touching wastebasket.
9. Use dry disposable towel to turn off faucet. Dispose of towel in wastebasket without touching wastebasket.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of hand washing and medical asepsis.

Observe the performance of washing the hands.

PRODUCT

The hands, wrists and fingernails are cleaned in an aseptic manner.

PROCESS

All performance elements are critical for washing hands in an aseptic manner and are performed in sequence.

USE STANDARD/TRANSMISSION (UNIVERSAL) PRECAUTIONS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Personal protective equipment
Sink
Cleansing agent
Disposable towels
Linens
Waste container
Sharps container
Departmental policy and procedures manual

WORK TO BE PERFORMED

Use Standard/Transmission (Universal) precautions in all contact with patient/clients and/or possible contaminated items.

PERFORMANCE CRITERIA

Standard/Transmission (Universal) precautions guidelines are followed to provide for the protection of the provider, patient/client and other personnel.

PERFORMANCE ELEMENTS

1. Wash hands prior to patient/client contact, immediately after removing gloves, after each patient/client contact and/or when leaving room.
2. Wear mask and protective eyewear if there is a possibility of the presence of droplets of blood or body fluids.
3. Wear gown if soiling of clothing with blood or body fluids may occur.
4. Wear gloves when touching non-intact skin, blood or body fluids, or items that may be contaminated with blood or body fluids.
5. Follow departmental policies and procedures for handling and disposing of re-useable items, disposable items, and sharp items.
6. Follow departmental policies and procedures for decontaminating work surfaces and equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of Standard/Transmission (Universal) precautions.

Observe the performance of using Standard/Transmission (Universal) precautions.

PRODUCT

Standard/Transmission (Universal) precautions are followed in all contact with the patient/client and/or potentially contaminated items. Departmental policy and procedures are followed.

PROCESS

Performance elements are critical for applying Standard/Transmission (Universal) precautions. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

USE PROPER BODY MECHANICS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Object(s) to be moved
Mechanical and/or human assistance

WORK TO BE PERFORMED

Use proper body mechanics for lifting, reaching, moving and/or carrying objects and to minimize stress on the back.

PERFORMANCE CRITERIA

Proper body mechanics are used 100% of the time.

A time element is not applicable to this skill.

PERFORMANCE ELEMENTS

1. Prepare mentally and physically for the activity.
   a. Assess size, shape and position of object.
   b. Determine best method to use in moving object.
   c. Clear pathway.
   d. Obtain assistance (mechanical or human) if needed.
2. Lift properly.
   a. Stoop or squat to lift object positioned below hips.
   b. Widen feet to increase base of support.
   c. Move close to object to be lifted.
   d. Maintain body's normal lumbar curve during the lift.
   e. Lift object slowly and smoothly using larger and stronger muscles; do not use jerky motions.
   f. Pivot on feet to turn; do not twist the back.
3. Push or pull properly.
   a. Crouch and face object squarely.
   b. Use arms and legs to push or pull; push with arms partially bent.
   c. Push or pull in a straight line with force parallel to the floor.
4. Reach properly.
   a. Stand on stool or ladder to reach or place objects over the head.
   b. Move object close to the body before raising or lowering it.
   c. Hold object closely while stepping up or down the stool or ladder.
   d. Do not twist body while reaching.

5. Carry properly.
   a. Hold object close to body (preferably in front at waist level).
   b. Alternate arms when carrying objects with one hand.
   c. Balance load when possible.
6. Reduce stress on back.
   a. Change positions frequently; avoid prolonged sitting or standing.
   b. Place one foot on stool and/or stand on cushioned mat when standing for long
   c. Avoid bending at waist.
   d. Wear low-heeled supportive shoes with non-skid soles.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles and significance of body mechanics.

Observe the performance of using proper body mechanics.

PRODUCT

Correct body mechanics are demonstrated at all times.

PROCESS

All performance elements are critical for using proper body mechanics. Performance element 1 is completed first. The sequence of performance elements 2-6 varies with the activity to be performed.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment
Detergents/cleaners/disinfecting solutions
Cloths/brushes/sponges
Equipment to be cleaned
Manufacturers' cleaning instructions
Departmental policy and procedures manual
Appropriate forms
Material Safety Data Sheets (MSDS)
Local, state and federal regulations

WORK TO BE PERFORMED

Clean and disinfect equipment following manufacturers' instructions and departmental guidelines.

PERFORMANCE CRITERIA

Equipment is washed and disinfected so that it is visibly free of contamination while adhering to manufacturers' and departmental guidelines.

Time to complete the skill varies with the size, amount and complexity of the equipment to be cleaned.

PERFORMANCE ELEMENTS

1. Identify equipment to be cleaned.
2. Don personal protective equipment as appropriate.
3. Prepare cleaning/disinfecting solutions following manufacturers' or departmental instructions.
4. Turn off and unplug electrical equipment.
5. Clean equipment.
6. Remove personal protective equipment and wash hands.
7. Return equipment to storage area after cleaning, when appropriate.
8. Document cleaning activity following departmental guidelines.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of medical asepsis.

Observe the performance of cleaning equipment.

Follow Occupational Safety Health Administration (OSHA) guidelines.

PRODUCT

Equipment is cleaned and disinfected according to manufacturers' instructions so they are visibly free of foreign material and contamination.

PROCESS

All performance elements are critical for cleaning and disinfecting equipment. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

CONDUCT AND DOCUMENT CULTURE TEST ON EQUIPMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Equipment to be tested
Culture testing kit
Labels
Departmental policy and procedures manual
Appropriate forms

WORK TO BE PERFORMED

Perform culture test on designated equipment to determine presence of pathogenic microorganisms and document the completion of the task.

PERFORMANCE CRITERIA

The skill is performed in 5 minutes with 100% accuracy.

PERFORMANCE ELEMENTS

1. Identify equipment to be cultured.
2. Remove culture stick from sterile package maintaining sterility of stick.
3. Label culture stick with name of equipment and date.
4. Wipe culture stick on equipment surface to be tested.
5. Return culture stick to sterile package without contaminating.
6. Send packaged culture stick to lab for testing.
7. Document completion according to departmental policy.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of culture tests.

Observe the performance of conducting culture tests.

PRODUCT

Culture tests of physical therapy equipment are performed and the completed tests are labeled and forwarded to the lab. Completion of the task is documented.

PROCESS

All performance elements are critical for performing culture tests of physical therapy equipment and are completed in sequential order.

STOCK EQUIPMENT AND SUPPLIES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Supplies/equipment to be stocked
Storage area
Inventory form
Departmental policy and procedures manual
Manufacturers' guidelines

WORK TO BE PERFORMED

Organize and stock supplies and equipment according to departmental policy and procedures and manufacturers' guidelines.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the amount of supplies/equipment to be stocked.

PERFORMANCE ELEMENTS

1. Identify locations in storage area(s) to be used for each item.
2. Inspect packages for integrity and check expiration dates.
3. Place items in designated locations, moving older supplies forward.
4. Update stock inventory form.
5. File inventory form according to departmental policy.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of stocking equipment.

Observe the performance of stocking equipment and supplies.

PRODUCT

Supplies and equipment are organized and stored according to manufacturers' recommendations and are inventoried according to departmental policy.

PROCESS

All performance elements are critical for stocking equipment and supplies. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PREPARE PHYSICAL THERAPY AREA FOR TREATMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Physical therapy treatment plan
Treatment table/mat/chair
Linens
Physical therapy equipment/supplies

WORK TO BE PERFORMED

Prepare treatment area with linens and supplies/equipment maintaining medical asepsis.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies from 5-15 minutes depending on the amount of equipment/supplies needed for the treatment.

PERFORMANCE ELEMENTS

1. Drape treatment table/mat/chair with clean linens, maintaining aseptic technique.
2. Verify and obtain treatment supplies/equipment needed.
3. Arrange equipment/supplies in a safe manner and place them in treatment area.
4. Notify physical therapist/physical therapist assistant that treatment area is ready, as appropriate.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of preparing physical therapy treatment areas.

Observe the performance of preparing physical therapy areas for treatment.

PRODUCT

The treatment area is safely prepared with clean linens and supplies/equipment needed for the next physical therapy patient/client treatment.

PROCESS

All performance elements are critical for preparing a physical therapy treatment area. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST WITH SUPERFICIAL THERMAL AGENT INTERVENTION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Cold pack unit/cold pack
Hot pack unit/hot pack
Hot pack cover
Towels
Tongs
Water

WORK TO BE PERFORMED

Assist the physical therapist/physical therapist assistant in superficial thermal agent intervention by preparing and removing cold pack and/or hot pack.

PERFORMANCE CRITERIA

The skill is performed in 5 minutes with 100% accuracy.

PERFORMANCE ELEMENTS

1. Prepare cold pack.
   a. Dampen towel with warm water.
   b. Place damp towel on a clean, flat surface.
   c. Remove cold pack from unit and place it on towel.
   d. Wrap cold pack securely so none of cold pack is exposed.
   e. Gather one to two additional dry towels.
   f. Take cold pack and dry towels to treatment area for application to patient/client by physical therapist/physical therapist assistant.
2. Prepare hot pack.
   a. Lay dry hot pack cover on a clean, flat surface.
   b. Remove hot pack from unit, using tongs.
   c. Allow excess water to drip back into tank (about 5 seconds).
   d. Place hot pack in center of cover.
   e. Fold cover over hot pack and secure so none of pack is exposed.
   f. Apply additional layers of dry towels to equal 8-10 layers (or as instructed by physical therapist/physical therapist assistant).
   g. Take hot pack to treatment area for application to patient/client by physical therapist/physical therapist assistant.

3. Monitor patient/client during treatment and notify physical therapist/physical therapist assistant of any adverse reaction.
4. Remove pack and toweling when timer sounds (or as instructed by physical therapist/physical therapist assistant) and cover patient/client's body area with a dry towel.
5. Inform physical therapist/physical therapist assistant of termination of treatment.
6. Return pack to unit.
7. Place hot pack covers in designated place to dry; place towels in laundry hamper.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles and preparation of superficial thermal agents.

Observe the performance of assisting with superficial thermal agent intervention.

PRODUCT

Superficial thermal agents (hot pack and cold pack) are prepared and removed efficiently to permit safe and effective application to the patient/client by the physical therapist/physical therapist assistant.

PROCESS

All performance elements are critical for preparing and removing superficial thermal agents. The steps of performance are numbered to show an appropriate sequence of completing the skill; however, a different sequence may be used.

CLEAR AND CLEAN AREA AFTER PHYSICAL THERAPY INTERVENTION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client and/or treatment area
Departmental policy and procedures manual
Equipment needed for following safety precautions
Materials for cleaning/disinfecting equipment

WORK TO BE PERFORMED

Clear and clean the area following a physical therapy intervention.

PERFORMANCE CRITERIA

The skill is performed in 5-15 minutes with 100% accuracy.

PERFORMANCE ELEMENTS

1. Assist patient/client with dressing and leaving the area as directed by physical therapist/physical therapist assistant.
2. Remind patient/client of his/her next appointment as appropriate.
3. Care for reusable items following safety precautions and departmental policy and procedures.
4. Dispose of single use items following safety precautions and departmental policy and procedures.
5. Disassemble equipment as appropriate.
6. Clean and/or disinfect equipment according to departmental policy and procedures.
7. Return equipment to appropriate storage area(s).
8. Restock linens and supplies in treatment area according to departmental policy and procedures or as instructed by physical therapist/physical therapist assistant.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of handling and disposing of used equipment and supplies.

Observe the performance of clearing and cleaning the treatment area following physical therapy intervention.

PRODUCT

The treatment area is cleared and cleaned following a physical therapy intervention.

PROCESS

The skills are critical for clearing and cleaning a physical therapy treatment area. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PREPARE PATIENT/CLIENT FOR TREATMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Physical therapy treatment plan
Treatment table/mat/chair
Linens
Pillows or positioning devices

WORK TO BE PERFORMED

Position and drape an assigned patient/client for access to the body area to be treated while maintaining the patient/client's safety, modesty and warmth.

PERFORMANCE CRITERIA

The skill is performed in 5-10 minutes with 100% accuracy.

PERFORMANCE ELEMENTS

1. Review the physical therapy treatment plan or obtain instructions from physical therapist/ physical therapist assistant for appropriate positioning and draping techniques.
2. Identify patient/client and provide for privacy.
3. Explain procedure to patient/client.
4. Assist patient/client as needed to remove clothing and jewelry from body area to be treated.
5. Assist patient/client as needed to don gown if indicated.
6. Assist patient/client into the position indicated by the treatment plan.
   a. Supine
      1. Patient/client's shoulders parallel to hips with spine straight
      2. Pillow under patient/client's head
      3. Pillow under patient/client's knees
   b. Prone
      1. Patient/client's arms alongside trunk or above his head
      2. Pillow under patient/client's abdomen
      3. Pillow or towel roll under patient/client's lower legs, or feet over end of table
      4. Small pillow, towel roll or prone positioning device under patient/client 's head.

c. Side-lying
   1. Pillow under patient/client's head
   2. Patient/client's uppermost arm forward on a pillow
   3. Patient/client's uppermost leg flexed and resting on pillow. (Do not position upper leg directly over lower leg.)

7. Drape patient/client with linens for modesty, warmth and protection of clothing and to allow treatment area to be exposed.
8. Verify patient/client's comfort and safety.
9. Inform physical therapist/physical therapist assistant that patient/client is ready for treatment, as appropriate.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of positioning and draping.

Observe the performance of preparing the patient/client for treatment.

PRODUCT

A patient/client is prepared for treatment in the correct position and draped to expose only the body area to be treated.

PROCESS

The performance elements are critical for preparing a patient/client for treatment. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST PATIENT/CLIENT WITH TOILETING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's medical/physical therapy records
Soap
Water
Disposable towels
Gloves
Signal device
Toilet tissue
Transfer belt
Bathroom facilities/commode

WORK TO BE PERFORMED

Assist patient/client with transferring safely to and from a commode, and provide assistance as needed with patient/client's cleaning.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with complexity of the patient/client's condition.

PERFORMANCE ELEMENTS

1. Identify patient/client's needs with regards to toileting.
   a. Review patient/client's records.
   b. Discuss needs with patient/client.
   c. Question physical therapist/physical therapist assistant regarding patient/client's needs.
2. Wash hands and don gloves.
3. Assist patient/client with transfer to commode.
4. Assist patient/client with arranging clothing so that it will not be soiled.
5. Monitor and assist patient/client as needed while on commode.
6. Assist patient/client in cleaning him/herself.
7. Observe patient/client's output as required.
8. Remove and dispose of gloves.
9. Assist patient/client with transfer from commode.
10. Assist patient/client with washing hands.
11. Ensure patient/client's safety and comfort.
12. Wash hands.
13. Report patient/client's output as required.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of toileting techniques.

Observe the performance of assisting a patient/client with toileting.

PRODUCT

A patient/client is assisted with toileting providing for comfort and safety.

PROCESS

The performance elements are critical for assisting a patient/client with toileting. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

TRANSFER PATIENT/CLIENT TO AND FROM WHEELCHAIR.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Physical therapy treatment plan
Qualified personnel to assist
Wheelchair
Transfer belt
Bed/mat
Sliding board

WORK TO BE PERFORMED

Transfer a patient/client to and from a wheelchair safely and efficiently.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with complexity of the patient/client's condition.

PERFORMANCE ELEMENTS

1. Review physical therapy treatment plan or obtain instructions from physical therapist/physical therapist assistant for type of transfer and precautions.
2. Identify patient/client and explain procedure.
3. Position wheelchair so that patient/client will transfer toward his/her stronger side whenever possible.
4. Apply wheel brakes.
5. Remove or swing front riggings away from patient/client, if possible.
6. Apply transfer belt to patient/client correctly.
7. Transfer patient/client using appropriate method.
   a. Pivot transfer
      1. Cue and/or assist patient/client to move forward in wheelchair.
      2. Cue and/or assist patient/client to standing position.
      3. Cue and/or assist patient/client to pivot and lower body to sitting position on bed/mat.
      4. Reverse procedure for bed/mat to wheelchair.
   b. Sliding board transfer.
      1. Cue and/or assist patient/client to move forward in wheelchair.
      2. Cue and/or assist patient/client to remove armrest nearest bed/mat.

3. Cue and/or assist patient/client to position sliding board under patient/client's thigh, in front of drive wheel, so that it rests on seat and bed/mat.
4. Cue and/or assist patient/client to perform push-up movements with upper extremities to raise body and move toward bed/mat. Repeat this procedure until patient/client's hips are on bed/mat.
5. Remove sliding board when patient/client is securely seated.
6. Reverse procedure for bed/mat to wheelchair transfer.

c. One-person lift transfer
1. Remove armrest nearest to surface to which patient/client will be transferred, if possible.
2. Move patient/client forward in chair.
3. Stand in front of patient/client and bend your hips and knees.
4. Lift patient/client's thighs and hold them between your knees or lower thighs so that his/her feet are off the floor.
5. Fold patient/client's arms in lap or across chest.
6. Flex patient/client's trunk with his/her head positioned on side of your hip that is on side opposite direction of transfer.
7. Grasp transfer belt on each side of patient/client and lift him/her from chair.
8. Pivot and turn patient/client's buttocks toward transfer surface.
9. Lower patient/client onto transfer surface, place feet on floor and straighten him/her to an upright, sitting position.
10. Reverse procedure for bed/mat to wheelchair transfer.

d. Two-person lift transfer
1. Enlist assistance of another person.
2. Remove armrest nearest to surface to which patient/client will be transferred, if possible.
3. The tallest and/or strongest person stands behind chair. He/she reaches through patient/client's axillae, grasps patient/client's opposite forearms with his/her hands, and folds patient/client's forearms over patient/client's abdomen.
4. The other person stands facing outer side of patient/client's lower extremities. He/she stoops and places one forearm under patient/client's distal thigh and the other forearm under patient/client's lower leg and extends patient/client's knees.
5. The person behind instructs the other person when to lift and the two persons lift at same time and place patient/client onto near side of bed/mat.
6. The person behind maintains patient/client in an upright position while other person moves wheelchair.
7. Reverse procedure for bed/mat to wheelchair transfer.
8. Prepare patient/client for treatment or transport.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of transfer to and from a wheelchair.

Observe the performance of transferring a patient/client to and from a wheelchair.

PRODUCT

A patient/client is transferred to and from a wheelchair safely and efficiently using the method indicated in the physical therapy treatment plan or as instructed.

PROCESS

All performance elements are critical for transferring a patient/client to/from a wheelchair. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

TRANSFER PATIENT/CLIENT TO AND FROM STRETCHER.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Physical therapy treatment plan
Stretcher
Pillow and linens
Qualified personnel to assist

WORK TO BE PERFORMED

Transfer a patient/client to and from a stretcher safely and efficiently.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with complexity of the patient/client's condition.

PERFORMANCE ELEMENTS

1. Review physical therapy treatment plan or obtain instructions from physical therapist/physical therapist assistant for method and precautions.
2. Identify patient/client and explain procedure.
3. Assemble equipment and secure additional persons to assist with transfer.
4. Position stretcher and lock wheels.
5. Adjust height of bed/mat so that it is level with stretcher.
6. Move extra pillows and position other devices out of the way.
7. Position transfer sheet under patient/client.
8. Instruct additional qualified person(s) where to stand and how to assist.
9. Grasp transfer sheet and on signal, slide patient/client onto stretcher.
10. Position and drape patient/client.
11. Raise side rails and/or fasten safety strap(s) to stretcher.
12. Reverse procedure to transfer patient/client from stretcher to mat/bed.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of transferring a patient/client to and from a stretcher.

Observe the performance of transferring patient/client to and from a stretcher.

PRODUCT

A patient/client is transferred to and from a stretcher safely and efficiently and according to the physical therapy treatment plan or as instructed.

PROCESS

All performance elements are critical for transferring a patient/client to/from a stretcher. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

TRANSFER PATIENT/CLIENT USING HYDRAULIC LIFT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Physical therapy treatment plan
Hydraulic lift equipment with manufacturers' instructions
Qualified personnel to assist
An appropriate chair

WORK TO BE PERFORMED

Transfer a patient/client safely to and from a bed and chair using a hydraulic lift.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the patient/client's condition.

PERFORMANCE ELEMENTS

1. Review physical therapy treatment plan or obtain instructions from physical therapist/physical therapist assistant for method and precautions.
2. Identify patient/client and explain procedure.
3. Position and secure chair.
4. Adjust head of bed to flat position.
5. Position sling under patient/client, between shoulders and knees.
6. Position lift over bed.
7. Hook straps to sling and bar on lift.
8. Operate lift.
   a. Close pressure valve.
   b. Pump handle to raise lifting bar so that patient/client's body clears bed.
   c. Support patient/client's head and body as needed.
   d. Roll lift to chair and align patient/client.
   e. Release pressure valve slowly to lower sling.
9. Unhook straps from lifting bar.
10. Remove sling from under patient/client. (Note: Sling may be left under patient/client in chair for use during return transfer.)
11. Position and drape patient/client.
12. Reverse procedure for chair to bed transfer.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of a patient/client transfer using a hydraulic lift.

Observe the performance of transferring a patient/client using a hydraulic lift.

PRODUCT

A patient/client is transferred safely to and from a bed and chair using a hydraulic lift.

PROCESS

All steps are critical for transferring a patient/client with a hydraulic lift. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

TRANSPORT PATIENT/CLIENT BY WHEELCHAIR/STRETCHER.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Wheelchair/stretcher
Safety belt
Linens
Physical therapy treatment plan

WORK TO BE PERFORMED

Transport a patient/client by wheelchair/stretcher safely and efficiently.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with complexity of the patient/client's condition and distance to be transported.

PERFORMANCE ELEMENTS

1. Review physical therapy treatment plan or obtain instructions from physical therapist/physical therapist assistant for precautions.
2. Identify patient/client and explain procedure.
3. Verify that patient/client's position and draping are appropriate to provide for patient/client's safety, comfort, modesty and warmth.
4. Transport patient/client via wheelchair.
   a. Verify that patient/client is seated securely in seat.
   b. Position patient/client's legs securely on leg/foot rests and fold patient/client's arms in his/her lap.
   c. Apply safety belt to secure patient/client.
5. Transport patient/client via stretcher.
   a. Position patient/client's arms and legs within stretcher.
   b. Apply safety strap(s) and/or raise side rails.
   c. Stand at patient/client's head and push stretcher so that patient/client is moving feet first.
6. Push wheelchair/stretcher from behind using a slow and steady pace, avoiding quick or jerky movements.

7. Use elevators safely.
   a. Ensure that elevator door will remain open by using door lock on control panel, requesting someone to push and hold "door open" control button, or by positioning transporter's body against edge of door until patient/client is completely within elevator.
   b. Observe carefully for obstacles and/or traffic in the corridor before entering or exiting elevator.
   c. When transporting using a wheelchair, turn wheelchair so that the patient/client enters elevator backward.
   d. Slowly move wheelchair/stretcher wheels over space between elevator floor and corridor surface. (If surfaces are unlevel, it may be necessary to elevate front wheels to safely enter/exit elevator car.)
8. Maintain control of wheelchair/stretcher at all times, turning corners cautiously and avoiding bumping into walls or other objects.
9. Lock wheel brakes when destination is reached.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of transporting a patient/client by wheelchair or stretcher.

Observe the performance of transporting a patient/client by wheelchair or stretcher.

PRODUCT

A patient/client is safely and efficiently transported by wheelchair or stretcher.

PROCESS

All performance elements are critical for transporting a patient/client by wheelchair or stretcher. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

AMBULATE PATIENT/CLIENT WITH ASSISTIVE DEVICE(S).

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Physical therapy treatment plan
Assistive device(s) (e.g., walker, crutches, canes, etc.)
Gait belt

WORK TO BE PERFORMED

Ambulate patient/client safely with assistive device(s).

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies according to patient/client condition and prescribed ambulation distance.

PERFORMANCE ELEMENTS

1. Refer to physical therapy treatment plan or obtain instructions from physical therapist/physical therapist assistant for correct assistive device(s), weight-bearing status and/ or other precautions, and correct gait pattern.
2. Assess each device to ensure it is in proper working condition.
3. Apply gait belt to patient/client.
4. Cue and/or assist patient/client to stand and to take hold of assistive device(s).
5. Check height of assistive device(s) to ensure proper fit.
   a. Patient/client's elbows are flexed at a 20-30 degree angle when patient/client's hands are in proper place on device.
   b. Axillary crutches must allow 3-4 fingers width between pad and axilla with crutch tip 6 inches from patient/client's toes at a 45 degree angle.
   c. Top of forearm crutches is 1-1 ½ inches below elbow.
   d. If necessary to adjust assistive device, assist patient/client with sitting down before adjusting device.
   e. Adjust device by lengthening or shortening corresponding parts to same level.
6. Stand beside and slightly behind patient/client and grasp gait belt at patient/client's low back area.

7. Begin forward ambulation.
   a. Cue and/or assist patient/client to lift device and place it forward.
   b. Cue and/or assist patient/client to transfer his weight to device and step forward.
   c. Ambulate distance prescribed in treatment plan or as instructed.
   d. Continually observe patient/client for correct weight bearing, balance, and tolerance to activity.
8. Cue and/or assist patient/client to be seated.
9. Report patient/client's progress and tolerance of activity to physical therapist/physical therapist assistant as appropriate.
10. Replace assistive device(s) to its proper location.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of ambulation with an assistive device(s).

Observe the performance of assisting a patient/client with ambulation with an assistive device(s).

PRODUCT

A patient/client is assisted to safely ambulate with an assistive device(s) using the gait pattern and distance prescribed by the physical therapist/physical therapist assistant.

PROCESS

All performance elements are critical for assisting a patient/client to ambulate with assistive device(s) safely. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST PATIENT/CLIENT WITH ESTABLISHED EXERCISES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Physical therapy treatment plan
Exercise equipment

WORK TO BE PERFORMED

Assist a patient/client with performance of exercises prescribed by the physical therapist, monitoring patient/client tolerance of the activity.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the exercise program.

PERFORMANCE ELEMENTS

1. Review physical therapy treatment plan or obtain instructions from physical therapist/physical therapist assistant for prescribed exercises and precautions.
2. Gather and/or prepare all necessary equipment.
3. Prepare patient/client.
4. Assist with exercise program.
   a. Active range of motion exercises: Cue patient/client to move joint(s) through available range of motion gently and slowly.
   b. Resistive exercises
      1. Apply prescribed resistive equipment to patient/client's body part.
      2. Cue patient/client to move body part through range of motion.
   c. Muscle setting exercises: Cue patient/client to contract selected muscle(s) without joint movement.
5. Perform prescribed number of repetitions of exercise, monitoring patient/client's subjective and observable responses to activity.
6. Stop exercise and notify physical therapist/physical therapist assistant immediately if any adverse responses are noted.
7. Allow patient/client to rest before getting up.
8. Inform physical therapist/physical therapist assistant when exercise program is completed, as appropriate.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of therapeutic exercise.

Observe the performance of assisting a patient/client with established exercises

PRODUCT

A patient/client is assisted to perform an exercise program prescribed by the physical therapist while being monitored for tolerance of the activity.

PROCESS

All performance elements are critical for assisting a patient/client to perform an exercise program. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

APPLY ELASTIC BANDAGES AND STOCKINGS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Physical therapy treatment plan
Elastic bandages and stockings

WORK TO BE PERFORMED

Apply elastic bandages and stockings to a patient/client to cover body area; fit snugly and smoothly and allow for adequate circulation.

PERFORMANCE CRITERIA

The skill is performed in 10 minutes per extremity with 100% accuracy.

PERFORMANCE ELEMENTS

1. Review physical therapy treatment plan or obtain instructions from physical therapist/physical therapist assistant for procedures and precautions.
2. Identify patient/client and explain procedure.
3. Apply elastic bandage to body area.
   a. Position patient/client so extremity to be wrapped is level with or above patient/client's heart.
   b. Wrap from distal to proximal part of patient/client's extremity in a figure-8 or spiral pattern as prescribed by therapist.
   c. Wrap with firm, even pressure, avoiding wrinkles.
   d. Anchor bandage securely.
4. Apply elastic stocking to body area.
   a. Turn stocking inside out for half of stocking length.
   b. Slip stocking onto body area.
   c. Pull inverted portion of stocking over body area, smoothing wrinkles and folds.
5. Question patient/client regarding comfort.
6. Request physical therapist/physical therapist assistant to assess proper application.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of applying elastic bandages and stockings.

Observe the performance of applying elastic bandages and stockings.

PRODUCT

Elastic bandage and stockings are applied snuggly and smoothly to a patient/client allowing for circulation in the body area and as prescribed by the physical therapist.

PROCESS

All performance elements are critical for applying elastic bandages and stockings. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST WITH WOUND CARE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Assigned patient/client
- Physical therapist/physical therapist assistant
- Personal protective equipment
- Dressing materials
- Trash container
- Biohazard bag
- Sink
- Soap and water
- Disposable towels

WORK TO BE PERFORMED

Assist the physical therapist/physical therapist assistant in wound care of an assigned patient/client following a sterile technique.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the dressing change.

PERFORMANCE ELEMENTS

1. Wash hands.
2. Don gloves and other personal protective equipment as needed.
3. Remove patient/client's old dressing as directed.
4. Dispose of patient/client's old dressing in contaminated materials bag.
5. Open packages and position them so physical therapist/physical therapist assistant can access materials while maintaining sterile technique during wound evaluation and care.
6. Assist as directed by physical therapist/physical therapist assistant to move/support patient/client's body part during wound care and dressing/bandaging.
7. Assist as directed by physical therapist/physical therapist assistant to secure bandage.
8. Place contaminated materials in appropriate bags/containers.
9. Remove gloves and other personal protective equipment.
10. Wash hands.
11. Assist patient/client as directed by physical therapist/physical therapist assistant.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of a sterile technique.

Test the principles of wound care and dressings.

Observe the performance of assisting with wound care.

PRODUCT

The physical therapist/physical therapist assistant is assisted in wound care, maintaining a sterile technique.

PROCESS

All performance elements are critical for assisting with wound care. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST WITH HYDROTHERAPY TREATMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Assigned patient/client
- Hydrotherapy equipment and accessories
- Linens
- Personal protective equipment
- Whirlpool additive
- Manufacturer's instruction manual(s)
- Departmental policy and procedures manual
- Biohazard bag
- IV solution
- Sink
- Soap and water
- Disposable towels

WORK TO BE PERFORMED

Prepare the hydrotherapy equipment and assist the physical therapist/physical therapist assistant with hydrotherapy treatment of an assigned patient/client.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the size and complexity of the equipment.

Time to assist the physical therapist/physical therapist assistant with application varies with the condition of the patient/client and the complexity of the hydrotherapy intervention.

PERFORMANCE ELEMENTS

1. Assist with immersion hydrotherapy.
   a. Fill designated whirlpool tank with water at temperature prescribed by physical therapist.
   b. Add any additive to water as instructed by physical therapist.
   c. Assist physical therapist/physical therapist assistant with transferring and positioning patient/client so that area to be treated is submerged and patient/client is safe and comfortably supported.
   d. Monitor patient/client during treatment (usually 20-30 minutes).
   e. Turn off turbine when timer sounds and notify physical therapist/physical therapist assistant.
   f. Assist physical therapist/physical therapist assistant with drying off and dressing patient/client.

2. Assist with lavage hydrotherapy.
   a. Make all appropriate connections (e.g., pump piston, transducer connector, tubing, clamps) following manufacturers' instructions.
   b. Hang IV solution on pole.
   c. Don mask, gown, goggles and gloves.
   d. Follow instructions of physical therapist/physical therapist assistant to connect hand control tube to suction unit, release clamps, plug in lavage hydrotherapy unit, and turn on and adjust suction.
   e. Assist physical therapist/physical therapist assistant during lavage hydrotherapy application, as instructed.
   f. Following treatment, disconnect and dispose of single-use items. (Place contaminated items in biohazard bag.)
   g. Remove and dispose of personal protective equipment.
   h. Wash hands thoroughly.
3. Clean equipment according to manufacturers' guidelines and departmental policy and procedures.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of assisting with hydrotherapy interventions.

Observe the performance of assisting with hydrotherapy interventions.

PRODUCT

Hydrotherapy equipment is prepared efficiently and accurately and the physical therapist/physical therapist assistant is assisted in the administration of a hydrotherapy treatment.

PROCESS

All performance elements are critical for assisting with a hydrotherapy intervention. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ADMINISTER OXYGEN USING PORTABLE OXYGEN CLYLINDER AND NASAL CANNULA.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's medical record
Portable oxygen cylinder
Nasal cannula
Departmental policy and procedures manual

WORK TO BE PERFORMED

Administer oxygen to patient/client using a portable oxygen cylinder and nasal cannula in accordance with prescription. Store oxygen cylinder according to departmental policy. Communicate results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed in 5-10 minutes with 100% accuracy.

PERFORMANCE ELEMENTS

1. Review patient/client's medical record or obtain instruction from physical therapist/physical therapist assistant for orders related to oxygen administration.
2. Prepare portable oxygen cylinder.
   a. Open cylinder by placing small slot of cylinder key over valve stem and turning key fully counterclockwise while needle on cylinder pressure gauge rises to indicate amount of oxygen in cylinder; then turn key back half a turn.
   b. Verify oxygen amount. Do not use cylinder if needle indicates 500 psi or less.
   c. Connect oxygen tubing to portable cylinder by placing end of tubing on flowmeter adapter. Push and twist tubing to secure it.
   d. Connect other end of tubing to cannula.
   e. Turn flow-control dial slowly to deliver prescribed amount of oxygen.
3. Fit patient/client with nasal cannula.
   a. Direct curved prongs inward, following the nostrils' natural curve.
   b. Hook tubing behind patient/client's ears and under the chin.
   c. Secure connecting tubing to patient/client's clothing or gown.
   d. Check tubing to assure there are no kinks.
4. Turn off wall oxygen outlet and position portable cylinder securely before transport.
5. Reverse procedure to connect patient/client to wall oxygen as soon as possible.

6. Prepare portable oxygen cylinder for storage.
   a. Turn off control dial and note amount of oxygen left in cylinder.
   b. Shut off cylinder by placing cylinder key over valve stem and turning it clockwise until it is tight.
   c. Remove leftover oxygen in cylinder pressure gauge by turning flow-control dial back on. Listen for a hissing sound and observe that needles on cylinder pressure gauge and flow-control gauge have fallen to zero.
7. Return oxygen cylinder to designated storage area or replace it with a cylinder that contains 500 psi or less according to facility policy.
8. Communicate oxygen administration parameters and patient/client's response to physical therapist/physical therapist assistant.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of oxygen administration using a portable cylinder and nasal cannula.

Observe the performance of administrating oxygen using a portable cylinder and nasal cannula.

PRODUCT

Oxygen is administered by portable cylinder and nasal cannula safely and effectively according to the prescription. Oxygen cylinders are stored according to departmental policy and procedures

PROCESS

All performance elements are critical for administering oxygen by portable cylinder and cannula. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

MEASURE VITAL SIGNS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Watch with a sweep second hand
Stethoscope
Sphygomomanometer
Alcohol wipes
Waste container
Soap and water
Disposable towels

WORK TO BE PERFORMED

Measure, record and report accurate information about patient/client's vital signs as directed by the physical therapist/physical therapist assistant.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time required to measure and record vital signs is 5-10 minutes.

PERFORMANCE ELEMENTS

1. Assemble equipment.
2. Wash hands.
3. Identify patient/client and introduce self.
4. Provide for privacy and comfort of patient/client.
5. Explain procedure to patient/client.
6. Locate patient/client's radial pulse.
7. Count patient/client's radial pulse for 30 seconds and multiply by 2.
   a. Note any variations in rhythm or volume.
   b. Count pulse for one full minute if irregular.
8. Leave fingers on patient/client's radial pulse; count respirations for 30 seconds and multiply by 2; observe depth and regularity of patient/client's respirations.
9. Record patient/client's pulse and respiration rates and variations.
10. Supinate patient/client's arm and support it on bed or table, level with patient/client's heart.
11. Expose patient/client's arm to about 5 inches above elbow.
12. Clean ear pieces and bell of stethoscope with alcohol wipes.

13. Apply sphygomomanometer smoothly and evenly 1-1 ½ inches above patient/client's elbow.
    a. Center rubber bladder directly over patient/client's brachial artery.
    b. Secure cuff snuggly but not too tight. (Check by slipping two fingers between cuff and patient/client's arm.)
14. Locate patient/client's brachial artery with the fingers.
15. Place ear pieces in ears. Place bell of stethoscope over patient/client's artery.
16. Close valve and inflate cuff quickly until gauge registers 180-200 mm Hg.
17. Slowly open valve and listen carefully as pressure is released.
18. Allow air to escape slowly (1-3mm per second) until first heart sound is heard. Note reading on gauge as systolic pressure.
19. Continue to release air pressure slowly until there is an abrupt change in sound from very loud to a soft muffled sound. Note reading on gauge as diastolic pressure.
20. Rapidly deflate cuff and remove. Expel all air from cuff.
21. Clean ear pieces and bell of stethoscope.
22. Record patient/client's blood pressure.
23. Return all equipment to storage area.
24. Report and communicate patient/client's vital signs to physical therapist/physical therapist assistant.

PERFORMANCE ASSESSMENT CRITERIA

Test the characteristics of normal and abnormal vital signs and their significance.

Observe the performance of measuring a patient/client's vital signs.

PRODUCT

Vital signs are accurately measured, recorded and reported.

PROCESS

All steps are critical for accurately measuring, recording and reporting vital signs. The steps of performance are numbered to show an appropriate sequence of completing the skill; however, a different sequence may be used. Performance elements 6-9 and performance elements 10-22 are performed in sequence.

SCREEN PATIENT/CLIENT FOR NEED OF PHYSICAL THERAPY EXAMINATION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's medical record
Screening tool

WORK TO BE PERFORMED

Collect data with an established screening tool that assists the physical therapist in determining the need for further patient/client examination and communicate collected data to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the patient/client's condition and the complexity of the screening tool.

PERFORMANCE ELEMENTS

1. Verify appropriate screening tool.
2. Verify patient/client's name and other relevant information.
3. Locate patient/client's medical record.
4. Review patient/client's medical record for indications for physical therapy examination and record information on tool.
5. Interview patient/client's family, significant others and/or caregivers for indications for physical therapy examination and record information on tool.
6. Interview patient/client for indications for physical therapy examination and record information on tool.
7. Communicate screening information to physical therapist for interpretation.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of patient/client screening and their significance.

Observe the performance of screening a patient/client to determine the need for a physical therapy examination.

PRODUCT

A patient/client screening is completed thoroughly and accurately and the data gathered is communicated to the physical therapist for interpretation.

PROCESS

The performance elements are critical for screening patient/client for physical therapy examination. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSESS AEROBIC CAPACITY AND ENDURANCE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Equipment for assessing vital signs and pulse oximetry
Exertion scale

WORK TO BE PERFORMED

Recognize and assess indicators of aerobic capacity and endurance of patient/client and communicate assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the number of indicators to be assessed and reported.

Any abnormalities or contraindications are reported to the physical therapist immediately.

PERFORMANCE ELEMENTS

1. Review physical therapy record for relevant information and prepare patient/client.
2. Observe patient/client during therapeutic activities.
3. Monitor and record patient/client's autonomic responses of pupillary reactions, alertness, vital signs, nausea and diaphoresis to positional changes.
4. Monitor and record measures of perceived patient/client's exertion, dyspnea and/or angina.
5. Measure and record patient/client's standard vital signs at rest and during and after activity.
6. Observe patient/client's thoracoabdominal movements and breathing patterns with activity.
7. Measure and record patient/client's pulse oximetry at rest and during and after activity.
8. Modify treatment as necessary according to patient/client response.
9. Discontinue patient/client's treatment in response to any unusual signs and report immediately to physical therapist.
10. Communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test patient/client's normal and abnormal responses to therapeutic activities and their significance.

Observe the performance of assessing patient/client's aerobic capacity and endurance.

PRODUCT

Indicators of aerobic capacity and endurance are observed, measured and communicated to the physical therapist. Treatment is modified as indicated.

PROCESS

The performance elements are critical for assessing aerobic capacity and endurance in response to therapeutic activities. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSESS ANTHROPOMETRIC CHARACTERISTICS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Scale with height bar
Tape measure
Equipment for measuring body-fat composition (calipers or electronic device)

WORK TO BE PERFORMED

Assess and report anthropometric characteristics of patient/client accurately and communicate assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the condition of the patient/client and with the number of characteristics to be assessed.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information and prepare patient/client.
2. Perform indicated anthropometric measurements.
   a. Measure patient/client's edema through girth measurements and/or palpation.
   b. Measure patient/client's height and weight using scale and height bar.
   c. Measure patient/client's limb length and girth.
   d. Measure patient/client's body-fat composition using calipers or electronic device.
   e. Observe alignment of patient/client's trunk and extremities at rest and during activity.
3. Communicate results of assessment to the physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of patient/client's anthropometric characteristics and their significance.

Observe the performance of assessing a patient/client's anthropometric characteristics.

PRODUCT

Accurate assessments of anthropometric characteristics are performed and the results are reported to the physical therapist.

PROCESS

All performance elements are critical for assessing anthropometric characteristics. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSESS AROUSAL, MENTATION AND COGNITION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record

WORK TO BE PERFORMED

Assess and identify patient/client indicators of arousal, mentation and cognition and communicate assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the condition of the patient/client and with the number of factors to be assessed.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information and prepare patient/client.
2. Assess relevant factors.
   a. Identify changes in patient/client's ability to follow a simple command or multi-step command.
   b. Identify changes in patient/client's ability to sustain attention to a therapeutic task.
   c. Identify legitimacy of patient/client's reason if he/she refuses treatment.
   d. Identify patient/client's ability to respond to questions of time, person, place, and situation.
   e. Identify patient/client's ability to recall recent events (short-term memory).
   f. Identify patient/client's ability to recall past events (long-term memory).
   g. Identify indicators of gross expressive and receptive deficits.
3. Report and communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the indicators of a patient/client's arousal, mentation and cognition and their significance.

Observe the performance of assessing a patient/client's arousal, mentation and cognition.

PRODUCT

Indicators of a patient/client's arousal, mentation and cognition are accurately identified and the results communicated to the physical therapist.

PROCESS

All performance elements are critical for assessing arousal, mentation and cognition and are performed in sequence. The sub-elements listed under performance element 2 may be performed in a different sequence.

ASSESS ASSISTIVE AND ADAPTIVE DEVICES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client and/or family/caregiver
Patient/client's physical therapy record
Device(s) to be assessed
Measuring equipment
Appropriate forms

WORK TO BE PERFORMED

Assess alignment, fit and usage of assistive and adaptive device(s) for an assigned patient/client and communicate assessment results to physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the patient/client's condition and the number and type of assistive and adaptive devices to be assessed.

PERFORMANCE ELEMENTS

1. Review physical therapy record for relevant information and prepare patient/client.
2. Assess and record patient/client's and/or family/caregiver's ability to care for device(s).
3. Assess and record alignment and fit of device(s)
   a. Measure appropriate components of device(s).
   b. Inspect patient/client's skin for pressure areas.
4. Assess and record mechanical function of assistive device(s).
5. Observe individual using device for intended effects.
   a. Assess and record patient/client's gait patterns.
   b. Monitor and record patient/client's physiologic responses.
   c. Recognize and record safety factors while using device(s).
6. Communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles, components and function of assistive and adaptive devices.

Observe the performance of assessing assistive and adaptive devices.

PRODUCT

An accurate assessment of assistive and adaptive devices is performed and the results are communicated to the physical therapist.

PROCESS

All performance elements are critical for assessing assistive and adaptive devices. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSESS COMMUNITY AND WORK INTEGRATION/REINTEGRATION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Appropriate assessment tools/instruments

WORK TO BE PERFORMED

Assess and record indicators of a patient/client's community and work integration/reintegration and communicate assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the patient/client's condition and the number of factors to be assessed.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information and prepare patient/client.
2. Obtain appropriate assessment tools/instruments.
3. Administer standard questionnaire with patient/client and record patient/client's responses.
4. Administer scales or indices of instrumental activities of daily living.
   a. Observe patient/client's performance.
   b. Record patient/client's performance.
5. Observe and record patient/client's adaptive skills.
6. Observe and record patient/client's performance level during community, work, and leisure activities (with and/or without assistive, adaptive, orthotic, protective, supportive or prosthetic devices/equipment).
7. Observe and record patient/client's performance level during environmental and work tasks.
8. Observe and record patient/client's physiological responses during community, work and leisure activities.
9. Recognize and report conditions that are unsafe or hazardous in community and work environments.
10. Recognize and report barriers and/or modifications in environment.
11. Communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the indicators of community and work integration/reintegration and their significance.

Observe the performance of assessing community and work integration/reintegration.

PRODUCT

An accurate assessment of community and work integration/reintegration is performed and the results are communicated to the physical therapist.

PROCESS

Performance elements 1, 2, and 8-11 are critical for assessing community and work integration/reintegration and are performed in sequence. Performance elements 3-7 may not all be performed and may be performed in a different sequence.

ASSESS ENVIRONMENTAL BARRIERS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Environment to assess
Appropriate assessment tools/instruments
Measuring equipment

WORK TO BE PERFORMED

Assess patient/client's environment for barriers and possible modifications and communicate assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the environment to be assessed.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Assess patient/client's environment:
   a. Administer structured questionnaire.
   b. Conduct routine open-ended interview.
   c. Measure physical space.
   d. Inspect environment for present and potential barriers.
   e. Recognize possible modifications to environment.
3. Record and communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles and methods of assessing environmental barriers.

Observe the performance of assessing environmental barriers.

PRODUCT

An accurate and thorough assessment of environmental barriers is performed and the results are communicated to the physical therapist.

PROCESS

All performance elements are critical but sub-elements under performance element 2 may not always apply for assessing environmental barriers. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSESS GAIT, LOCOMOTION AND/OR BALANCE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Appropriate assessment instruments
Various terrain and environments

WORK TO BE PERFORMED

Assess the gait, locomotion and/or balance of an assigned patient/client accurately and communicate assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the patient/client's condition and with the number of factors to be assessed.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information and prepare patient/client.
2. Administer balance test(s) and record patient/client's response.
3. Administer functional gait and locomotion test(s) and record patient/client's response.
4. Assess patient/client's gait, locomotion and balance on various terrain and in differing environments.
5. Assess patient/client's wheelchair management and mobility skills.
6. Identify normal and abnormal gait characteristics.
7. Identify normal and abnormal characteristics of static and dynamic balance.
8. Assess the safety of patient/client while engaged in gait, locomotion and/or balance activities.
9. Record and communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the characteristics of normal and abnormal gait, locomotion and/or balance and their significance.

Test the methods of assessing gait, locomotion and/or balance.

Observe the performance of assessing gait, locomotion and/or balance.

PRODUCT

Accurate assessments of gait, locomotion and/or balance are performed and the results are communicated to the physical therapist.

PROCESS

Performance elements 1, 8 and 9 are critical for assessing gait, locomotion and/or balance. Performance elements 2-7 may not all be performed and may be performed in a different sequence.

ASSESS INTEGUMENTARY INTEGRITY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record

WORK TO BE PERFORMED

Assess integumentary integrity of patient/client's skin and/or wound and communicate assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the patient/client's condition and the amount of integument to be assessed.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information and prepare patient/client.
2. Assess patient/client's skin.
   a. Observe absence or presence of hair growth.
   b. Identify pressure areas.
   c. Observe continuity of skin color.
   d. Observe condition of nail beds.
   e. Observe for dermatitis, ecchymosis and blistering.
   f. Perform gross sensory tests (pain, temperature and tactile) to identify if sensation is intact or impaired.
   g. Palpate to assess skin temperature.
   h. Palpate to assess tissue mobility, turgor and texture.
   i. Compare with opposite extremity, if indicated.
3. Assess patient/client's wound.
   a. Observe for signs of infection.
   b. Measure wound dimensions (size and depth).
   c. Identify activities, positions and postures that aggravate wound.
   d. Observe for bleeding and drainage (amount, color and odor).
   e. Identify locations and characteristics of exposed anatomical structures.
   f. Palpate to assess pliability and texture of scarred areas.
   g. Observe for signs of wound healing.
4. Record and communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the characteristics of normal and abnormal integument and their significance.

Observe the performance of assessing integumentary integrity.

PRODUCT

An integumentary assessment is performed accurately and the results are communicated to the physical therapist.

PROCESS

The performance elements are critical for assessing integumentary. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSESS MOTOR FUNCTION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record

WORK TO BE PERFORMED

Assess a patient/client's motor function and communicate assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the patient/client's condition and the number of factors to be assessed.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information and prepare patient/client.
2. Observe patient/client head, trunk and limb movement.
   a. Identify compensatory movement(s).
   b. Identify substitution(s).
3. Identify patient/client's stereotypic movement(s).
   a. Identify synergistic movement(s).
   b. Identify associated movement(s).
4. Assess patient/client postural, equilibrium and righting reactions.
   a. Observe reactions during perturbation.
   b. Observe the absence or presence of protective extension reactions.
5. Record and communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the characteristics of normal and abnormal motor function and their significance.

Test the methods of assessing motor function.

Observe the performance of assessing motor function.

PRODUCT

An accurate assessment of motor function is performed and the results are communicated to the physical therapist.

PROCESS

The performance elements are critical for assessing motor function. The steps of performance are numbered to show an appropriate sequence for completing the skill: however, a different sequence may be used.

ASSESS MUSCLE PERFORMANCE (STRENGTH, POWER AND ENDURANCE).

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Muscle performance test equipment

WORK TO BE PERFORMED

Assess a patient/client's muscle performance and communicate assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the patient/client's condition and the number of factors to be assessed.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information and prepare patient/client.
2. Measure and record patient/client's functional muscle strength, power and/or endurance using tests selected by physical therapist.
3. Measure and record patient/client's muscle strength by manual muscle testing.
4. Measure and record patient/client's grip strength with hand-held dynamometer.
5. Assess and record patient/client's muscle tone and mass.
   a. Identify atrophy or hypertrophy.
   b. Identify hypotonicity or hypertonicity.
6. Assess and record patient/client's quality of muscle contraction.
7. Communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of muscle performance and their significance.

Test the methods of assessing muscle performance.

Observe the performance of assessing muscle performance.

PRODUCT

An accurate assessment of muscle performance is performed and the results are communicated to the physical therapist.

PROCESS

The performance elements are critical for assessing muscle performance. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSESS NEURODEVELOPMENT AND SENSORY INTEGRATION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Appropriate assessment tools

WORK TO BE PERFORMED

Assess a patient/client's neurodevelopment and sensory integration and communicate assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the patient/client's condition and the number of factors to be assessed.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information and prepare patient/client.
2. Assess and record patient/client's equilibrium and righting reactions.
3. Assess and record patient/client's gross motor milestones.
4. Assess and record patient/client's fine motor milestones.
5. Assess and record patient/client's responses to sensory and/or environmental stimuli.
6. Communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of neurodevelopment and sensory integration assessment and their significance.

Test the methods of assessing neurodevelopment and sensory integration.

Observe the performance of assessing neurodevelopment and sensory integration

PRODUCT

An accurate assessment of neurodevelopment and sensory integration is performed and the results are communicated to the physical therapist.

PROCESS

The performance elements are critical for assessing neurodevelopment and sensory integration. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSESS ORTHOTIC, PROTECTIVE AND SUPPORTIVE DEVICE(S).

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client and/or family/caregiver
Patient/client's physical therapy record
Equipment for measuring vital signs
Device(s) to be assessed

WORK TO BE PERFORMED

Assess the appropriateness, fit and use of orthotic, protective and supportive device(s) for a given patient/client and communicate the assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the condition of the patient/client and the complexity of the device to be assessed.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information and prepare patient/client.
2. Assess and record ability of patient/client and/or family/caregiver to don, use and remove device(s).
3. Assess and record alignment and fit of device(s).
4. Assess and record integrity of skin which may be affected by device(s).
5. Assess and record effectiveness of device(s).
   a. To provide protection of patient/client.
   b. To promote stability of patient/client.
   c. To improve performance of functional tasks and activities of patient/client.
6. Measure and record patient/client's vital signs, if appropriate, to assess patient/client's energy expenditure during use of device(s).
7. Identify and record patient/client's verbal and non-verbal expressions of comfort, cosmesis and effectiveness of device(s).
8. Assess and record patient/client's and/or family/caregiver's ability to care for device(s).
9. Communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of orthotic, protective and supportive device(s) and their significance.

Test the methods of assessing orthotic, protective and supportive device(s).

Observe the performance of assessing orthotic, protective and supportive device(s).

PRODUCT

An accurate assessment of appropriateness, fit and use of orthotic, protective and supportive device(s) is performed and the results are communicated to the physical therapist.

PROCESS

The performance elements are critical for assessing the appropriateness, fit and use of orthotic, protective and supportive device(s). The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSESS PAIN.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Pain assessment tools (e.g., questionnaire, graph, behavioral scale, visual analog scale, etc.)

WORK TO BE PERFORMED

Assess pain characteristics of a given patient/client and communicate the assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the extent of the patient/client's pain and the number of pain characteristics to be assessed.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information and prepare patient/client.
2. Identify and record activities and/or conditions that affect patient/client's pain.
3. Observe and record patient/client's pain behavior and reaction during specific movements.
4. Obtain and record patient/client's verbal description of the patient/client's pain perception.
5. Assess and record data regarding patient/client's pain using established pain assessment tool(s).
6. Communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the characteristics of pain and their significance.

Test the methods of pain assessment.

Observe the performance of assessing pain.

PRODUCT

An accurate assessment of pain is performed and the results are communicated to the physical therapist.

PROCESS

The performance elements are critical for assessing pain. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSESS PERIPHERAL JOINT INTEGRITY AND MOBILITY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record

WORK TO BE PERFORMED

Assess a patient/client's peripheral joint integrity and mobility. Record and communicate assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the patient/client's condition and the number of joints to be assessed.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information and prepare patient/client.
2. Assess and record movement of patient/client's peripheral joint or extremity during performance of specific functional tasks.
3. Assess and record patient/client peripheral joint hypomobility and/or hypermobility.
4. Assess and record patient/client joint mobility restrictions using active and passive motion.
5. Identify and record patient/client pain with joint movement including verbal and nonverbal patient/client responses.
6. Communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of peripheral joint integrity and mobility and their significance.

Test the methods of assessing peripheral joint integrity and mobility.

Observe the performance of assessing peripheral joint integrity and mobility.

PRODUCT

An accurate assessment of peripheral joint integrity and mobility is performed and the results are communicated to the physical therapist.

PROCESS

The performance elements are critical for assessing peripheral joint integrity and mobility. The steps are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSESS POSTURE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Postural assessment equipment (e.g., plumbline, posture grid, camera, etc.)
Posture assessment form
Chair

WORK TO BE PERFORMED

Assess patient/client's sitting and/or standing posture and communicate results to the physical therapist.

PERFORMANCE CRITERIA

The skill is completed in 10-20 minutes with 100% accuracy.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information and prepare patient/client.
2. Observe patient/client in sitting and/or standing positions.
3. Observe patient/client from anterior, posterior and lateral views for each position.
4. Identify and record postural alignment on postural assessment form.
5. Communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the characteristics of normal and abnormal posture and their significance.

Test the principles of assessing posture.

Observe the performance of assessing posture.

PRODUCT

A postural assessment is performed and recorded accurately.

PROCESS

The performance elements are critical for assessing posture. The steps are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSESS PROSTHETIC DEVICE(S).

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client physical therapy record
Prosthetic device(s)
Goniometer
Equipment for measuring vital signs
Tape measure

WORK TO BE PERFORMED

Assess a patient/clients use of prosthetic device(s) and communicate assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the patient/client's condition and the complexity of the prosthetic device(s) to be assessed.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information and prepare patient/client.
2. Assess and record patient/client's ability to don, remove and care for the prosthesis.
3. Obtain and record patient/client feedback regarding comfort, cosmesis and use of prosthesis
4. Measure and record patient/client's vital signs to assess energy expenditure during use of prosthesis.
5. Assess and record patient/client's residual limb and/or adjacent body segment.
   a. Joint range of motion
   b. Muscle strength
   c. Length and girth
   d. Skin integrity
6. Communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of prosthetic use and assessment and their significance.

Observe the performance of assessing prosthetic device(s).

PRODUCT

The use of prosthetic device(s) is assessed and the results are communicated to the physical therapist.

PROCESS

The performance elements are critical for assessing the use of prosthetic device(s). The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSESS RANGE OF MOTION (INCLUDING MUSCLE LENGTH)

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Equipment for measuring range of motion (e.g., goniometer, tape measure, flexible ruler, inclinometer, etc.)

WORK TO BE PERFORMED

Assess a patient/client's range of motion and report assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with complexity of the patient/client's condition and the number of measurements to be taken.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information and prepare patient/client.
2. Observe and record patient/client functional range of motion.
3. Measure and record patient/client range of motion using measuring equipment.
4. Assess and record patient/client multi-segmental movement for muscle elongation.
5. Palpate patient/client superficial structures and record pertinent characteristics (e.g., tenderness, tightness, crepitus, etc.).
6. Communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the characteristics of normal and abnormal joint range of motion and their significance.

Observe the performance of assessing range of motion.

PRODUCT

An accurate assessment of range of motion is performed and the assessment results are recorded and communicated to the physical therapist.

PROCESS

The performance elements are critical for assessing range of motion. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSESS SELF-CARE AND HOME-MANAGEMENT SKILLS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Activities of daily living (ADL) testing materials/equipment
Activities of daily living assessment form

WORK TO BE PERFORMED

Assess a patient/client's performance of activities of self-care and home-management and communicate assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the condition of the patient/client and the number of activities of daily living to be assessed.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information and prepare patient/client.
2. Obtain ADL assessment form/tool to assess patient/client's level of function.
3. Secure appropriate equipment, materials and space for ADL testing.
4. Assess and record patient/client's abilities in
   a. Self-care activities (e.g., bed mobility, transfers, mobility, toileting, hygiene, eating, dressing, etc.).
   b. Home-management activities (e.g., communication, cooking, financial management, shopping, cleaning, etc.).
5. Communicate results of ADL assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the components and significance of ADL assessment in the treatment planning process.

Observe the performance of assessing self-care and home-management skills.

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PRODUCT

An ADL assessment is completed accurately and the assessment results are communicated to the physical therapist.

PROCESS

The performance elements are critical for assessing activities of daily living. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSESS SENSORY INTEGRITY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Sensory testing equipment (sharp/dull discrimination, temperature, light touch, pressure, etc.)

WORK TO BE PERFORMED

Assess a patient/client's sensory integrity and communicate assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the condition of the patient/client and the number of factors to be assessed.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information and prepare patient/client.
2. Assess and record patient/client's gross receptive abilities.
   a. Identify patient/client response to auditory stimuli (e.g., auditory acuity, startled response, response to varied pitch, etc.)
   b. Identify patient/client response to visual stimuli (e.g., constriction and dilation of pupils, eye movements, ability to differentiate colors, visual field deficits, etc.)
3. Assess and record patient/client response to superficial stimuli (e.g., sharp/dull discrimination, temperature, light touch, pressure, etc.).
4. Communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of sensory integrity and their significance.

Test the methods of assessing sensory integrity.

Observe the performance of assessing sensory integrity.

PRODUCT

An accurate assessment of sensory integrity is performed and recorded and the assessment results are communicated to the physical therapist.

PROCESS

The performance elements are critical for assessing sensory integrity. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSESS VENTILATION, RESPIRATION AND CIRCULATION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Equipment for measuring edema (e.g., tape measure, volumetric, etc.)
Equipment for measuring vital signs
Pulse oximeter

WORK TO BE PERFORMED

Assess ventilation, respiration and circulation of patient/client and communicate assessment results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the condition of the patient/client and the number of factors to be assessed.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information and prepare patient/client.
2. Measure and record patient/client's edema.
3. Identify and record patient/client activities that affect edema, pain, dyspnea or other.
4. Observe and record patient/client's cardiovascular responses at rest, during and after activity.
   a. Measure patient/client's vital signs.
   b. Identify patient/client's signs of distress (e.g., dyspnea, sweating, level of alertness, angina, cyanosis, etc.)
5. Assess and record patient/client chest wall mobility, expansion and excursion.
6. Assess and record characteristics of patient/client's cough and sputum.
7. Palpate and record patient/client's peripheral pulse(s) (e.g., brachial, radial, femoral, etc.)
8. Measure and record patient/client oxygen saturation with pulse oximeter.
9. Communicate results of assessment to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the characteristics of normal and abnormal ventilation, respiration and circulation and their significance.

Test the methods of assessing ventilation, respiration and circulation.

Observe the performance of assessing ventilation, respiration and circulation.

PRODUCT

An accurate assessment of ventilation, respiration and circulation is performed and the assessment results are recorded and communicated to the physical therapist.

PROCESS

The performance elements are critical for assessing ventilation, respiration and circulation. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

USE INFORMATION FROM ASSESSNENT AND DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Departmental policy and procedures manual

WORK TO BE PERFORMED

Use information from assessment and data collection to monitor patient/client status and progress within the plan of care established by the physical therapist and communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Abnormal responses and/or contraindications are reported to the physical therapist immediately.

Time to complete the skill varies with the quantity and urgency of the assessment.

PERFORMANCE ELEMENTS

1. Perform appropriate patient/client assessment(s).
2. Adjust patient/client interventions within the plan of care established by physical therapist in response to assessment and data collection:
   a. Modify specific components of intervention.
   b. Identify when not to apply components of intervention.
3. Communicate with physical therapist.
   a. Results of assessment and data collection,
   b. Progress toward patient/client's goals,
   c. Need to modify interventions,
   d. Suggested referral(s) to an appropriate health care provider.
4. Document information in a concise and accurate manner that is consistent with policy of department.

PERFORMANCE ASSESSMENT CRITERIA

Test the significance of assessment and data collection in monitoring patient/client status. Test the significance of the relationship of the assessment and data collection to the physical therapy plan of care.

Observe the performance of using information from assessment and data collection.

PRODUCT

Assessment and data collection is used to modify interventions within the physical therapy plan of care and is communicated to the physical therapist.

PROCESS

All performance elements are critical for using information from assessment and data collection. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE PATIENT/CLIENT-RELATED INSTRUCTION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client and/or family/caregiver
Patient/client's physical therapy record
Audiovisual aids
Written or pictorial instructions

WORK TO BE PERFORMED

Provide physical therapy instruction to patient/client and/or family/caregiver according to the physical therapy plan of care and communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the instruction to be provided.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Prepare for patient/client instruction session.
   a. Select instruction topics and teaching methods based on the physical therapy goals and plan of care.
   b. Choose an appropriate environment for instruction/demonstration.
   c. Gather audiovisual aids for teaching or home reference.
   d. Write or copy written or pictorial instructions.
3. Prepare patient/client.
4. Provide appropriate instruction that may include but not be limited to
   a. Therapeutic exercise,
   b. Functional training in self-care and home-management,
   c. Functional training in community or work integration/reintegration,
   d. Application and use of assistive devices and equipment,
   e. Airway clearance techniques,
   f. Wound management,
   g. Physical agents,
   h. Wellness and prevention strategies.

5. Assess and record patient/client's understanding by asking open-ended questions and/or by return demonstration. (Re-instruct if necessary.)
6. Provide patient/client or family/caregiver with written or pictorial instructions and record.
7. Communicate to physical therapist content and results of instruction.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles and methods of teaching and learning.

Observe the performance of providing patient/client-related information.

PRODUCT

A patient/client is instructed in appropriate activities and information leading to the attainment of physical therapy goals according to the physical therapy plan of care. The content and results of the instruction are communicated to the physical therapist.

PROCESS

All performance elements are critical for providing patient/client. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Appropriate exercise environment/equipment

WORK TO BE PERFORMED

Direct a therapeutic exercise program for patient/client according to the physical therapy plan of care and communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the therapeutic exercise program and the condition of the patient/client.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Prepare exercise environment and gather and/or assemble necessary equipment.
3. Prepare patient/client.
4. Direct therapeutic exercise program that may include but not be limited to
   a. Aerobic endurance activities (e.g., use of ergometer, treadmill, stepper, pulleys, weights, hydraulics, elastic resistance bands, mechanical devices, etc.),
   b. Aquatic exercises,
   c. Balance and coordination activities,
   d. Body mechanics training,
   e. Breathing exercises and strategies,
   f. Conditioning and reconditioning,
   g. Developmental activities,
   h. Gait training,
   i. Mobility training,
   j. Motor training or retraining,
   k. Neuromuscular re-education,
   l. Neuromuscular relaxation, inhibition and facilitation,
   m. Perceptual training,
   n. Postural exercises and awareness training,
   o. Sensory training or retraining,

p. Strengthening exercises,
q. Stretching,
r. Structured play or leisure.

5. Monitor patient/client during exercise session for technique, safety and physiologic responses.
6. Record and communicate to physical therapist exercises performed and patient/client response.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles and techniques of therapeutic exercise.

Observe the safety, effectiveness and efficiency of performing therapeutic exercises.

PRODUCT

A therapeutic exercise program is performed safely, effectively and efficiently and the patient/client response is communicated to the physical therapist.

PROCESS

All performance elements are critical for performing therapeutic exercise programs. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE FUNCTIONAL TRAINING IN SELF-CARE AND HOME-MANAGEMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Appropriate environment/equipment for functional training

WORK TO BE PERFORMED

Provide functional training in self-care and home management for a patient/client according to the physical therapy plan of care and communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the functional skill and the condition of the patient/client.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Prepare the environment and gather necessary equipment.
3. Prepare the patient/client.
4. Provide functional training in self-care and home-management which may include but not be limited to
   a. Activities of daily living (e.g., bed mobility, transfers, locomotion, dressing, bathing, toileting, eating, etc.),
   b. Assistive and adaptive device(s) and equipment use and care,
   c. Body mechanics training,
   d. Organized functional training programs (e.g., back schools, simulated environments and tasks, etc.),
   e. Orthotic, protective or supportive device training,
   f. Prosthetic training.
5. Monitor patient/client throughout training session for technique, safety and physiologic responses and record.
6. Communicate to physical therapist training performed and patient/client response.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles and methods of functional training.

Observe the performance of providing functional training in self-care and home management.

PRODUCT

Functional training in self-care and home management is performed safely, effectively and efficiently and the patient/client response is monitored. The results are communicated to the physical therapist.

PROCESS

All performance elements are critical for providing functional training. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE FUNCTIONAL TRAINING IN COMMUNITY OR WORK INTEGRATION/REINTEGRATION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Appropriate environment/equipment for training

WORK TO BE PERFORMED

Provide functional training in community or work integration/reintegration for an assigned patient/client according to the physical therapy plan of care and communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the training provided and the condition of the patient/client.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Prepare training environment and gather necessary equipment.
3. Prepare patient/client.
4. Provide functional training which may include but not be limited to
   a. Assistive and adaptive device(s) and equipment,
   b. Body mechanics,
   c. Conditioning or reconditioning,
   d. Dexterity and coordination,
   e. Injury prevention or reduction,
   f. Instrumental activities of daily living,
   g. Organized functional training programs,
   h. Orthotic, protective and supportive device,
   i. Posture awareness,
   j. Prosthetic.
5. Monitor patient/client during training session for technique, safety and physiologic responses and record.
6. Communicate to physical therapist training performed and patient/client response.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles and methods of functional training in community or work integration/reintegration.

Observe the performance of providing functional training in community or work integration/reintegration.

PRODUCT

Functional training in community or work integration/reintegration is provided safely, effectively and efficiently and the results are communicated to the physical therapist.

PROCESS

All performance elements are critical for providing functional training in community or work integration/reintegration. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PERFORM MANUAL THERAPY TECHNIQUES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Linens
Massage lubricant
Cleansing agent

WORK TO BE PERFORMED

Perform manual therapy (connective tissue massage, passive range of motion (ROM), soft tissue mobilization and/or therapeutic massage) to an assigned patient/client according to the physical therapy plan of care and communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies from 5-30 minutes depending on the type location of the manual therapy.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Prepare area and gather necessary supplies.
3. Prepare patient/client.
4. Observe skin condition in area to be treated.
5. Apply lubricant if appropriate.
6. Perform appropriate manual therapy techniques.
   a. Connective tissue massage
   b. Passive ROM
   c. Soft tissue mobilization
   d. Therapeutic massage
7. Monitor patient/client for subjective and physiologic responses throughout therapy.
8. Clean excess lubricant from patient/client's skin with clean towel and cleansing agent if appropriate.
9. Record and communicate to the physical therapist type of manual therapy intervention performed and patient/client response.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles and techniques of manual therapy.

Observe the safety, effectiveness and efficiency of performing manual therapy techniques.

PRODUCT

Manual therapy is performed safely, effectively and efficiently according to the physical therapy plan of care and the patient/client response is communicated to the physical therapist.

PROCESS

The performance elements are critical for performing manual therapy. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

RECOMMEND AND APPLY DEVICE(S) AND EQUIPMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Appropriate device(s) and equipment

WORK TO BE PERFORMED

Suggest and apply appropriate device(s) and equipment to patient/client to facilitate activities of daily living within the physical therapy plan of care.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the device(s) and equipment and the condition of the patient/client.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Prepare environment and gather all necessary equipment.
3. Prepare patient/client.
4. Based on observations and assessment, suggest to physical therapist device(s) and equipment which would facilitate function for a given patient/client. These device(s) would include but not be limited to
   a. Adaptive device(s) (e.g., raised toilet seat, seating system, environmental controls, etc.),
   b. Assistive device(s) (e.g., ambulation aids, wheelchairs, power devices, reachers, etc.),
   c. Orthotic device(s) (e.g., splints, braces, shoe inserts, casts, etc.),
   d. Prosthetic device(s),
   e. Protective device(s) (e.g., braces, taping, cushions, helmets, etc.),
   f. Supportive device(s) (e.g., taping, compression garments, corsets, slings, neck collars, serial casts, elastic wraps, oxygen, etc.).
5. Apply device(s) and equipment selected by physical therapist and progress patient/client within plan of care.
6. Monitor patient/client during application of device(s) and equipment for safety, effectiveness and physiologic responses.
7. Record and communicate to physical therapist completion of application of device(s) and equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of adaptive, assistive device(s) and equipment.

Observe the performance of recommending and applying device(s) and equipment.

PRODUCT

Appropriate device(s) and equipment to facilitate function are suggested to the physical therapist according to the physical therapy plan of care.

PROCESS

All performance elements are critical for suggesting and applying device(s) and equipment. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PERFORM AIRWAY CLEARANCE TECHNIQUES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Equipment for postural drainage and positioning

WORK TO BE PERFORMED

Perform airway clearance techniques to an assigned patient/client according to the physical therapy plan of care and communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the airway clearance technique and the condition of the patient/client.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Prepare the area and patient/client.
3. Perform airway clearance technique, which may include but may not be limited to
   a. Assistive cough techniques (e.g., huffing, maximal inspiratory hold, coughing, etc.),
   b. Breathing strategies to maximize ventilation (e.g., maximum inspiratory hold, staircase breathing, manual hyperinflation, paced breathing, pursed lip breathing, enforced expiratory techniques, active cycles of breathing, etc.),
   c. Chest percussion, vibration and shaking,
   d. Postural drainage and positioning.
4. Monitor patient/client for technique effectiveness and physiologic responses.
5. Record and communicate to physical therapist techniques and patient/client response.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles and techniques of airway clearance.

Observe the safety, effectiveness and efficiency of performing airway clearance techniques.

PRODUCT

Airway clearance techniques are performed safely, effectively and efficiently within the physical therapy plan of care and the results are communicated to the physical therapist.

PROCESS

All performance elements are critical for performing airway clearance techniques. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PERFORM WOUND MANAGEMENT TECHNIQUES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Sterile materials for dressing change
Tape
Personal protective equipment
Biohazard bag
Debridement kit

WORK TO BE PERFORMED

Perform wound care on patient/client following sterile techniques including debridement (non-sharp), application of topical agents, and dressing according to the physical therapy plan of care. Communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the location, size and condition of the wound but should not exceed 20 minutes.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Prepare environment and gather all necessary equipment.
3. Prepare patient/client.
4. Following standard/transmission precautions, remove old dressing and discard in biohazard bag.
5. Assess wound.
6. Prepare sterile field and open sterile supplies.
7. Don sterile gloves using sterile technique.
8. Perform debridement technique that may include but not be limited to
   a. Nonselective enzymes,
   b. Nonselective wet dressings,
   c. Nonselective wet-to-dry dressings,
   d. Nonselective wet-to-moist dressings,
   e. Selective debridement with other agents,
   f. Selective enzymatic debridement.
9. Apply topical agents (e.g., ointments, creams, cleansers, sealants, etc.), if appropriate, following sterile technique.

10. Apply sterile dressing.
11. Monitor patient/client during procedure for physiologic responses and tolerance of procedure.
12. Perform indicated post-treatment assessments and/or interventions.
13. Record and communicate wound management techniques and patient/client response to physical therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles and techniques of wound management.

Observe the sterile methods used in performing wound management techniques.

PRODUCT

Wound care is performed following sterile techniques according to the physical therapy plan of care and the results are communicated to the physical therapist.

PROCESS

All performance elements are critical for performing wound management The steps of performance are numbered to show an appropriate sequence for performing the skill; however, a different sequence may be used.

APPLY ELECTROTHERAPEUTIC MODALITIES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Electrotherapeutic modality equipment and supplies
Manufacturers' instruction manuals for modalities
Departmental policy and procedures manual

WORK TO BE PERFORMED

Apply a selected electrotherapeutic modality to a given patient/client following the equipment manufacturer's instructions and according to the physical therapy plan of care. Communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Set up and termination of treatment should each take 5-10 minutes.

Time to complete the treatment varies with the modality and physical therapy plan of care.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information for electrotherapeutic modality.
2. Review manufacturer's instruction manual and/or departmental policy and procedures manual for safe and effective operation of selected modality including any safety checks prior to application.
3. Prepare environment and patient/client.
4. Assess patient/client before applying modality, including skin condition and sensation.
5. Prepare skin to reduce resistance.
6. Select, prepare and apply electrodes to achieve desired results.
7. Apply selected electrotherapeutic modality that may include but not be limited to
   a. Biofeedback,
   b. Electrical muscle stimulation,
   c. Functional electrical stimulation, (FES)
   d. Iontophoresis,
   e. Transcutaneous electrical nerve stimulations (TENS).

8. Adjust treatment parameters within physical therapy plan of care; increase intensity slowly.
9. Monitor patient/client during treatment for physiologic responses and tolerance of procedure.
10. Turn intensity to zero before removing electrodes at end of treatment.
11. Perform post-treatment assessments and/or interventions.
12. Record and communicate to physical therapist application of electrotherapeutic modality and patient/client response.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of electrotherapeutic modalities and the methods of application.

Observe the performance of applying electrotherapeutic modalities.

PRODUCT

A selected electrotherapeutic modality is applied to a patient/client safely, effectively and efficiently according to the manufacturer's instructions and according to the physical therapy plan of care. The results are communicated to the physical therapist.

PROCESS

All performance elements are critical for applying electrotherapeutic modalities. The steps of performance are numbered to show an appropriate sequence for completing the skill; however; a different sequence may be used.

APPLY CRYOTHERAPY MODALITIES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Cryotherapy equipment and supplies
Departmental policy and procedures manual
Timer

WORK TO BE PERFORMED

Apply cryotherapy modalities to patient/client according to the physical therapy plan of care and communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Set up and termination of treatment should each take no more than 5 minutes.

Time to complete the treatment varies with the type of modality applied.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Gather all necessary equipment and supplies.
3. Prepare environment and patient/client.
4. Assess patient/client before applying modality, including skin condition and sensation.
5. Apply modality as directed in plan of care.
   a. Cold packs
      1. Prepare the cold pack.
      2. Apply and secure cold pack to body area.
      3. Cover pack with dry toweling to slow warming.
      4. Set timer for 15-20 minutes.
      5. Leave patient/client with signal device within reach.
   b. Ice massage
      1. Remove any sharp edges from ice by running under warm water.
      2. Explain sensation cycle (e.g., cold, burning, aching, numbness, etc.) to patient/client.
      3. Note time and begin ice massage using moderate speed and rhythmic motion.

4. Use dry towel to prevent dripping or running of water on patient/client's skin.
5. Continue ice massage (usually 5-10 minutes) until anesthesia is reached.

c. Vapocoolant Spray
1. Protect patient/client's eyes from spray by positioning and/or draping.
2. Hold bottle, nozzle down, about 18 inches from patient/client's skin so that spray will contact skin at an angle.
3. Spray in one direction only, moving at rate of about 4 inches per second.
4. Allow spray to evaporate completely before beginning next sweep. Use caution to not frost skin.
5. Spray area 1-2 times. When treating trigger points, treat both trigger point and reference area.
6. When treating limitation of motion, apply a stretch at end of range and maintain stretch while spraying. Have patient/client perform active motion immediately after spraying.
7. Repeat procedure 1-2 times or as directed by physical therapist.

6. Monitor patient/client throughout treatment for physiological responses and tolerance of procedure. Adjust treatment within plan of care based on patient/client response.
7. Perform indicated post-treatment assessments and/or interventions.
8. Record and communicate to physical therapist modality application and patient/client response.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles and techniques of applying cryotherapy modalities.

Observe the performance of applying cryotherapy modalities

PRODUCT

Cryotherapy modalities are applied safely, effectively and efficiently according to the physical therapy plan of care and the results are communicated to the physical therapist.

PROCESS

The performance elements are critical for applying cryotherapy modalities. The steps of performance are numbered to show an appropriate sequence for performing the skill; however, a different sequence may be used.

APPLY SUPERFICIAL THERMAL MODALITIES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Superficial thermal equipment and supplies
Manufacturers' instruction manuals for equipment
Departmental policy and procedures manual

WORK TO BE PERFORMED

Apply superficial thermal modalities to patient/client within the physical therapy plan of care and communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Set up and termination of treatment should each take 5 minutes.

Treatment time is 20-30 minutes.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Prepare environment and gather all necessary equipment and supplies.
3. Prepare patient/client.
4. Assess patient/client before applying modality including skin condition and sensation.
5. Apply superficial thermal modalities to patient/client according to plan of care.
   a. Infrared radiation
      1. Check lamp to verify screen is secure and plug is electrically safe.
      2. Preheat lamp for 5 minutes to bring it to operating temperature.
      3. Position lamp so that majority of waves will be perpendicular to part to be irradiated.
      4. Remind patient/client that he/she should feel only a comfortable warmth.
      5. Adjust lamp for appropriate skin-source distance (36 inches for a 750-1000 watt lamp; 30 inches for a 50-500 watt lamp).
      6. During treatment, move lamp away for less heat or closer for more heat and dry any perspiration that forms with a dry towel.
   b. Commercial hot packs
      1. Securely place prepared hot pack on area to be treated.
      2. Cover entire area with additional dry toweling.

c. Paraffin
   1. Check the temperature of bath to be certain is 125-127 degrees Fahrenheit.
   2. Wash body part to be treated.
   3. Fold two towels lengthwise and set aside.
   4. Instruct/assist patient/client to dip body part, remove it, and allow paraffin on body part to harden until it looks dull. Guard against cracking paraffin or patient/client touching bottom of tank. Repeat process 6-12 times so that glove of solid paraffin is formed.
   5. Quickly wrap body part in waxed paper or plastic wrap and then in several layers of toweling and secure with rubber bands or tape.

d. Fluidotherapy
   1. Allow unit to preheat per manufacturer's instructions.
   2. Set temperature (usually between 115-123 degrees Fahrenheit) according to the plan of care.
   3. Wash and dry body part to be treated.
   4. Check body part for open wounds. If open wound is present, place body part in plastic bag or large rubber glove so that particles do not enter wound.
   5. Instruct/assist patient/client to insert body part into sleeve and close it snugly around more proximal portion of limb.
   6. Instruct patient/client to exercise during treatment if appropriate.

6. Set timer for time designated in plan of care (usually 15-30 minutes) and provide patient/client with a call system.
7. Monitor patient/client throughout treatment for physiological responses and tolerance of procedure. Adjust treatment within plan of care based on patient/client response.
8. Remove superficial heat source at conclusion of treatment.
9. Perform all indicated post-treatment assessments and/or interventions.
10. Return heat source to appropriate storage area and dispose of all used linens in laundry basket.
11. Record and communicate to physical therapist application of physical agent and patient/client response.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of superficial thermal modalities.

Observe the performance of applying superficial thermal modalities.

PRODUCT

A superficial thermal modality is applied safely, effectively and efficiently within the physical therapy plan of care and the results are communicated to the physical therapist.

PROCESS

All performance elements are critical for applying superficial thermal modalities. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

APPLY DEEP THERMAL MODALITIES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Deep thermal modality equipment and supplies
Manufacturers' instructions for equipment
Linens
Departmental policy and procedures manual

WORK TO BE PERFORMED

Apply deep thermal modalities to patient/client according to the physical therapy plan of care and communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Set-up and termination of treatment should each take 5 minutes.

Time to complete treatment varies with the type of modality and the size of the area to be treated.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Prepare environment and gather all necessary equipment and supplies.
3. Prepare patient/client. (Note: For diathermy, patient/client is positioned on wooden plinth or chair. Any metal in the area will conduct heat.)
4. Assess patient/client prior to modality application including skin condition and sensation.
5. Apply deep thermal modalities to patient/client
   a. Short wave diathermy
      1. Verify that patient/client does not have a pacemaker or implanted metal in treatment area.
      2. Cover treatment area with one layer of dry towel to absorb perspiration as it forms. If patient/client's shoulder is treated, place a rolled towel in axilla.
      3. Position plates 1-3 inches from patient/client, parallel to skin surface, and farther from each other than total spacing between plates and skin.
      4. Check cables and plug for electrical safety.

5. Turn on machine and allow any warm-up time required.
6. Position unit in such a way that patient/client cannot handle it.
7. Instruct patient/client to keep movement to minimum so as to not change spacing and heat distribution.
8. Adjust intensity to level that produces a mild warmth.
9. Set timer for 20-30 minutes per plan of care and provide patient/client with a call system.
10. Check patient/client frequently during the treatment. Attend to any complaints of discomfort or excessive heat at once.

b. Ultrasound
   1. Apply conductive gel to treatment area.
   2. Select 1 or 3 mgHz per plan of care.
   3. Set power per plan of care. (The safe range of intensity for a moving sound head is 0.5 to 3 w/cm2.)
   4. Set duration of treatment (generally 5 minutes for each square inch of area treated).
   5. Begin moving sound head over treatment area before turning up intensity. Maintain firm pressure throughout treatment.
   6. Move sound head in circular or back-and-forth movements, establishing rhythmic pattern at rate of about 4 inches per second. Each stroke should cover about one-half the area of previous stroke.
   7. Adjust stroke speed and/or intensity in response to reports from patient/client of any sensation other than mild warmth.

6. At conclusion of treatment, return all dials to zero position and remove equipment. For ultrasound, clean sound head before returning it to its receptacle.
7. Clean and/or dry patient/client's skin.
8. Perform indicated post-modality assessments and/or interventions.
9. Record and communicate to physical therapist modality application and patient/client response.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of deep thermal modalities.

Observe the performance of applying deep thermal modalities.

PRODUCT

A deep thermal modality is applied safely, effectively and efficiently within the physical therapy plan of care and the results are communicated to the physical therapist.

PROCESS

All performance elements are critical for applying deep thermal modalities. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PERFORM IMMERSION HYDROTHERAPY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Hydrotherapy equipment and supplies
Additives as prescribed by the physician
Linens
Departmental policy and procedures manual

WORK TO BE PERFORMED

Perform a hydrotherapy treatment on patient/client according to the physical therapy plan of care and communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Treatment time is usually 20-30 minutes. Time to prepare the patient/client and to terminate the treatment varies with the condition of the patient/client.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Prepare environment. Treatment room should be warm and well ventilated without being drafty and have low humidity.
3. Prepare patient/client.
4. Verify that tank/container(s) is adequately filled and that water is at correct temperature(s).
5. Transfer and position patient/client so that area to be treated is submerged and he/she is comfortably supported.
6. Perform whirlpool intervention.
   a. Add any prescribed additives to water.
   b. Remove any dressings present and secure hospital gown.
   c. Ensure free circulation of water by checking the following:
      1. Small hole at bottom of turbine shaft is at least 2 inches below water surface.
      2. Patient does not lean against or place fingers or toes against turbine ejector.
      3. Nothing is floating in water that can be sucked into turbine.
   d. Close throttle and turn unit away from patient/client. Adjust height of shaft.

e. Turn switch to on and adjust agitation force and direction.
f. Provide patient with call system.
g. Set timer for treatment duration (usually 20-30 minutes).
h. Monitor patient visually throughout treatment.

7. Apply contrast bath treatment.
   a. Assist patient/client to immerse body part in warm bath for 3-5 minutes.
   b. Assist patient/client to immerse body part in cold bath for 1 minute.
   c. Repeat steps 2 and 3 so that total treatment time is 20-30 minutes.
8. Monitor patient/client throughout treatment for physiologic responses and tolerances of the procedure.
9. Remove and dry patient/client at conclusion of treatment.
10. Perform all indicated post-treatment assessments and/or interventions.
11. Record and communicate to physical therapist hydrotherapy intervention and patient/client response.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of immersion hydrotherapy.

Observe the safety, effectiveness and efficiency of performing immersion hydrotherapy.

PRODUCT

A hydrotherapy treatment is performed safely, effectively and efficiently within the physical therapy plan of care and the results are communicated to the physical therapist.

PROCESS

All performance elements are critical for performing hydrotherapy treatments. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

APPLY LAVAGE HYDROTHERAPY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Assigned patient/client
- Patient/client's physical therapy record
- Lavage therapy equipment and supplies
- Manufacturers' instructions for lavage equipment
- Departmental policy and procedures manual
- Personal protective equipment
- Sterile gloves
- Sterile towels
- Linens
- Qualified personnel to assist

WORK TO BE PERFORMED

Apply lavage hydrotherapy to patient/client according to the physical therapy plan of care and communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Set up and termination of treatment should each take 10 minutes. Treatment time to complete the skill varies with the surface area involved and patient/client tolerance (usually 10-30 minutes).

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Prepare environment and gather all necessary equipment and supplies.
3. Verify that equipment has been set up correctly according to manufacturers' instructions.
4. Prepare patient/client
5. Don gown, mask and goggles.
6. Don sterile gloves using appropriate technique and have additional person don non-sterile gloves.
7. Use sterile technique.
   a. Remove cap from one spike and push up into and through inner membrane of IV solution bag. Leave clamps closed.
   b. Remove outer pouch of hand control unit and dispose.
   c. Open inner pouch.
   d. Uncoil tubing with care to avoid touching nonsterile objects.
   e. Remove cap from hand unit nozzle and attach desired type (i.e., fanspray or intramedullary).

f. Instruct additional person to:
   1. Connect hand control tube to suction unit.
   2. Release spike clamps.
   3. Plug in lavage hydrotherapy unit.
   4. Turn on suction and adjust as instructed.

g. Prime fluid line by running pump into disposable cup until flow is established.

8. Apply lavage hydrotherapy maintaining sterile technique.
   a. Direct tip to wound site.
   b. Release flow trigger to direct stream at target area.
   c. Gradually increase pressure guided by patient/client tolerance and desired effect.
   d. Continue application for duration given in plan of care, adjusting for patient/client tolerance.
9. Cover treatment area with sterile towel upon completion of treatment.
10. Leave suction on to help avoid back flow and to remove remaining fluid.
11. Turn lavage unit power control to off.
12. Perform all indicated post-treatment assessments and/or interventions.
13. Record and communicate to physical therapist lavage hydrotherapy intervention and patient/client response.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of lavage hydrotherapy, wound care and sterile technique.

Observe the performance of applying lavage hydrotherapy.

PRODUCT

Lavage hydrotherapy is applied safely, effectively and efficiently within the physical therapy plan of care and the results are communicated to the physical therapist.

PROCESS

All performance elements are critical for performing lavage hydrotherapy. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

APPLY PHOTOTHERAPY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Phototherapy equipment and supplies
Linens
Watch with second hand
Departmental policy and procedures manual

WORK TO BE PERFORMED

Apply phototherapy treatment to patient/client according to the physical therapy plan of care and communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Set up and termination of treatment should each take 5 minutes.

Time to administer dosage varies with the condition of the patient/client.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information, including patient/client's MED.
2. Prepare environment and gather all necessary equipment and supplies. Treatment room should be well ventilated.
3. Prepare patient/client.
4. Turn on generator with shutters closed to allow for warm-up period.
5. Provide pair of goggles for both patient/client and operator. Instruct patient/client to close his/her eyes during treatment, in addition to wearing goggles.
6. Wash body area prior to exposure to remove dirt, oil, make-up or exudate.
7. Cover treatment area until actual exposure begins.
8. Position generator directly over area, parallel to surface and 30 inches away from highest point on exposed area.
9. Open shutters and remove draping from treatment area.
10. Apply treatment for prescribed time.
11. Replace drape and close shutters.
12. Turn lamp off.
13. Perform indicated post-treatment assessments and/or interventions.
14. Record and communicate to physical therapist modality application and patient/client response.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of phototherapy.

Observe the performance of applying phototherapy.

PRODUCT

Phototherapy is performed safely, effectively and efficiently according to the physical therapy plan of care and the results are communicated to the physical therapist.

PROCESS

All performance elements are critical for performing phototherapy. The steps of performance are numbered to show an appropriate sequence for completing a skill; however, a different sequence may be used. Performance elements 4-14 are completed in sequence.

APPLY COMPRESSION DEVICE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Compression device
Tape measure
Equipment for measuring vital signs
Stockinette
Elastic bandages
Departmental policy and procedures manual

WORK TO BE PERFORMED

Apply a compression device to patient/client according to the physical therapy plan of care and communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Set-up and termination of treatment should each take less than 10 minutes.

Treatment time to complete the skill varies with the complexity of the condition being treated.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Prepare environment and gather all necessary equipment and supplies.
3. Prepare patient/client.
4. Assess patient/client including
   a. Skin integrity,
   b. Pressure sensation,
   c. Girth measurement(s) of part to be treated,
   d. Blood pressure.
5. Elevate body part to be treated approximately 30 degrees.
6. Apply stockinette smoothly to patient/client's extremity, covering it entirely.
7. Apply device to patient/client and attach rubber tubing.
8. Turn unit on and gradually increase pressure to prescribed level but do not exceed patient/client's diastolic blood pressure.
9. Set unit to cycle at a 3:1 ratio of pressure to exhaust or according to physical therapy plan of care.
10. Set timer for treatment duration and provide patient/client with call system.

11. Instruct patient/client to exercise his/her digits during exhaust cycle.
12. Monitor patient/client during treatment for pain, tingling, numbness, and physiological responses. Remove device hourly, to check skin and allow movement, for treatment duration of greater than one hour.
13. Remove device from patient/client at conclusion of treatment and perform appropriate post-treatment assessments including skin inspection, blood pressure and girth measurements.
14. Wrap area treated with elastic bandage to retain reduction.
15. Record and communicate to physical therapist modality application and patient/client response.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of applying a compression device.

Observe the performance of applying a compression device.

PRODUCT

A compression device is applied safely, effectively and efficiently within the physical therapy plan of care and the results are communicated to the physical therapist.

PROCESS

All performance elements are critical for applying compression devices. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

APPLY CONTINUOUS PASSIVE MOTION (CPM) DEVICE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Patient/client's medical record
Continuous passive motion (CPM) equipment and supplies
Manufacturer's instruction manual for CPM device
Departmental policy and procedures manual

WORK TO BE PERFORMED

Apply continuous passive motion to patient/client within the physical therapy plan of care and communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Set-up and termination of treatment should each take 5 minutes. Treatment time varies with the complexity of the condition of the patient/client and the duration of the prescribed treatment.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record and medical record for relevant information.
2. Prepare environment and gather all necessary equipment and supplies.
3. Prepare patient/client.
4. Attach soft goods to equipment according to manufacturers' instructions.
5. Position patient/client's limb on CPM device being careful to align joint(s) correctly.
6. Stabilize unit with straps or positioning.
7. Set range of motion limits per physician prescription.
8. Set speed to patient/client comfort (usually about 1 cycle per minute).
9. Note time CPM was started.
10. Inform patient/client where time on device is to remain per physician prescription. (CPM duration may vary from 1 hour to 24 hours.)
11. Provide patient/client with kill switch and call system.

12. Terminate CPM treatment
    a. Set all dials to zero and turn off device.
    b. Remove patient/client's limb from device.
    c. Perform all indicated post-treatment assessments and interventions.
    d. Remove soft goods; bag and label them with patient/client's name if they are to be used again; discard if physician has discontinued CPM treatment.
13. Record and communicate to physical therapist CPM treatment parameters and patient/client response.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of continuous passive motion.

Observe the performance of applying continuous passive motion.

PRODUCT

Continuous passive motion is applied safely, effectively and efficiently within the physical therapy plan of care and the results are communicated to the physical therapist.

PROCESS

All performance elements are critical for applying continuous passive motion. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

APPLY MECHANICAL PERCUSSOR.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Mechanical percussor
Manufacturer's instruction manual for percussor
Departmental policy and procedures manual

WORK TO BE PERFORMED

Apply a mechanical percussor to a patient/client's chest within the physical therapy plan of care and communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Set up and termination of treatment should each take 5 minutes.

Time to complete the skill varies.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Prepare environment and gather all necessary equipment.
3. Prepare patient/client.
4. Connect percussor to appropriate power source.
   a. 110-volt source for electric percussor
   b. 9-volt battery for gas powered percussor
5. Adjust frequency control to setting given in plan of care.
6. Set timer for ordered duration of percussion.
7. Apply percussor head (applicator) to patient/client's chest. (Do not push applicator onto patient/client's chest. Weight of the head is sufficient for effective treatment.)
8. Monitor patient/client throughout for physiological responses and tolerance of procedure.
9. Terminate patient/client's treatment, by turning unit to off and setting all controls to zero.
10. Perform all indicated post-treatment assessments and interventions.
11. Record and communicate to physical therapist mechanical percussor intervention parameters and patient/client response.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of mechanical percussion intervention.

Observe the performance of applying a mechanical percussor.

PRODUCT

A mechanical percussion is applied safely, effectively and efficiently within the physical therapy plan of care and the results are communicated to the physical therapist.

PROCESS

All performance elements are critical for applying mechanical percussion. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PERFORM TILT TABLE TREATMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Tilt table equipment and supplies
Equipment for measuring vital signs
Qualified personnel to assist
Departmental policy and procedures manual

WORK TO BE PERFORMED

Perform a tilt table treatment within the physical therapy plan of care and communicate the results to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time to complete the skill varies with the complexity of the condition of the patient/client and the duration of the prescribed treatment.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Prepare environment and gather all necessary equipment and supplies.
3. Prepare patient/client.
4. Position tilt table for transfer from bed or stretcher.
5. Transfer patient/client from bed or stretcher with assistance of two or more qualified personnel.
6. Position patient/client on tilt table.
   a. Adjust patient/client on tilt table so that his/her feet are flat against footboard.
   b. Place rolled towel beneath each of patient/client's knees.
   c. Position patient/client's arms at his/her sides; place beneath or allow arms to remain free from chest strap.
   d. Place pillow under patient/client's head until tilt table elevation reaches approximately 75 degrees.
7. Apply safety straps.
   a. Apply one strap over patient/client's lower thighs, proximal to patellae.
   b. Apply one strap across patient/client's mid or upper thorax.
   c. A third strap can be applied over patient/client's abdomen or pelvis, if indicated.
   d. Place towels beneath each strap for protection and comfort, if needed.
   e. Position strap buckles to avoid contact with patient/client.

8. Assess patient/client including vital signs.
9. Raise tilt table gradually to a position tolerated by patient/client; maintain this position for several minutes; monitor patient/client for comfort and physiological responses.
10. Raise table to a new elevation if patient/client's condition is stable; maintain this position for several minutes and monitor patient/client.
11. Repeat this process based on patient/client's ability to tolerate and accommodate becoming more erect; continuing to monitor patient/client throughout procedure.
12. Return patient/client to horizontal position if there are signs that patient/client is not tolerating a given elevation or at the end of treatment session as designated in physical therapy plan of care.
13. Perform indicated post-treatment assessments and/or interventions.
14. Unstrap patient/client and transfer patient/client from tilt table to bed or stretcher.
15. Record and communicate to physical therapist tilt table procedure and patient/client response.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of a tilt table treatment and the signs of intolerance to upright postures.

Observe the performance of performing tilt table treatment.

PRODUCT

A tilt table treatment is performed safely, effectively and efficiently within the physical therapy plan of care and the results are communicated to the physical therapist.

PROCESS

All performance elements are critical for performing a tilt table treatment. The steps of performance are numbered to show an appropriate sequence for completing the skill. Performance elements 4-15 are completed in sequence.

APPLY MECHANICAL TRACTION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned patient/client
Patient/client's physical therapy record
Traction equipment and supplies
Manufacturers' instructions for traction equipment
Departmental policy and procedures manual

WORK TO BE PERFORMED

Apply mechanical traction to patient/client within the physical therapy plan of care. The traction application and patient/client responses are communicated to the physical therapist.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Set-up and termination of treatment should each take 5 minutes.

Treatment time is usually 20-30 minutes.

PERFORMANCE ELEMENTS

1. Review patient/client's physical therapy record for relevant information.
2. Set up equipment for either cervical or pelvic traction.
3. Prepare patient/client.
4. Perform indicated pre-traction assessments.
5. Position hot pack(s) on table prior to positioning patient/client if packs are to be given concurrently.
6. Apply cervical traction.
   a. Position patient/client so his/her head and neck are flexed approximately 20-30 degrees. (Supine position is preferred for relaxation, separation and countertraction.)
   b. Apply head halter or occipital harness snuggly. (Occipital harness is preferred to eliminate TMJ pressure.)
   c. Remove slack from traction rope. (If using head halter, it must first be attached to spreader bar and then rope slack removed.)

7. Apply pelvic traction.
   a. Position corset on table in a position to apply it to patient/client once he/she is positioned.
   b. Position patient/client according to plan of care: (e.g., supine with legs extended, supine with legs flexed on a stool, or prone, etc.)
   c. Apply corset snuggly. Uppermost strap is around patient/client's ribs and lower strap is around patient/client's pelvis.
   d. Attach rope to corset by means of hook or spreader bar and remove slack from rope.
8. Program treatment parameters according to the plan of care.
   a. Poundage
   b. Intermittent or static and on/off cycle if intermittent
   c. Steps going up and/or down
   d. Duration
9. Begin traction and verify correct angle of pull and preset parameters.
10. Release table if performing pelvic traction.
11. Provide patient/client with traction shut-off button and call system.
12. Monitor patient/client during treatment for comfort, neurological signs and physiological responses.
13. Conclude the treatment by turning off machine and releasing rope gradually and gently.
14. Remove all equipment and allow patient/client to rest.
15. Perform all appropriate post-traction assessments and interventions.
16. Record and communicate to physical therapist traction application and patient/client response.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of mechanical traction.

Observe the performance of applying mechanical traction.

PRODUCT

Mechanical traction is applied safely, effectively and efficiently within the physical therapy plan of care and the results are communicated to the physical therapist.

PROCESS

All performance elements are critical for applying mechanical traction. The steps of performance are numbered to show an appropriate sequence for completing the skill. Performance elements 4-16 are completed in sequence.

Academic Skills	Skills (and related knowledge) contained in the subject areas and disciplines addressed in most national and state educational standards, including English, mathematics, science, etc.
Assessment	A process of measuring performance against a set of standards through examinations, practical tests, performance observations and/or the completion of work portfolios.
Content Standard	A specification of what someone should know or be able to do to successfully perform a work activity or demonstrate a skill.
Critical Work Functions	Distinct and economically meaningful sets of work activities critical to a work process or business unit which are performed to achieve a given work objective with work outputs that have definable performance criteria. A critical work function has three major components: • **Conditions of Performance:** The information, tools, equipment and other resources provided to a person for a work performance. • **Work to Be Performed:** A description of the work to be performed. • **Performance Criteria:** The criteria used to determine the required level of performance. These criteria could include product characteristics (e.g., accuracy levels, appearance), process or procedure requirements (e.g., safety, standard professional procedures) and time and resource requirements. The IOSSCC requires that these performance criteria be further specified by more detailed individual performance elements and assessment criteria.
Credentialing	The provision of a certificate or award to an individual indicating the attainment of a designated set of knowledge and skills and/or the demonstration of a set of critical work functions for an industry/occupational area.
Illinois Occupational Skill Standards and Credentialing Council (IOSSCC)	Legislated body representing business and industry which establishes skill standards criteria, endorses final products approved by the industry subcouncil and standards development committee and assists in marketing and dissemination of occupational skill standards.
Industry	Type of economic activity, or product or service produced or provided in a physical location (employer establishment). They are usually defined in terms of the Standard Industrial Classification (SIC) system.

Industry Subcouncil	Representatives from business/industry and education responsible for identifying and prioritizing occupations for which occupational performance skill standards are adapted, adopted or developed. They establish standards development committees and submit developed skill standards to the IOSSCC for endorsement. They design marketing plans and promote endorsed skill standards across the industry.
Knowledge	Understanding the facts, principles, processes, methods and techniques related to a particular subject area, occupation or industry.
Occupation	A group or cluster of jobs, sharing a common set of work functions and tasks, work products/services and/or worker characteristics. Occupations are generally defined in terms of a national classification system including the Standard Occupational Classification (SOC), Occupational Employment Statistics (OES) and the Dictionary of Occupational Titles (DOT).
Occupational Cluster	Grouping of occupations from one or more industries that share common skill requirements.
Occupational Skill Standards	Specifications of content and performance standards for critical work functions or activities and the underlying academic, workplace and occupational knowledge and skills needed for an occupation or an industry/occupational area.
Occupational Skills	Technical skills (and related knowledge) required to perform the work functions and activities within an occupation.
Performance Standard	A specification of the criteria used to judge the successful performance of a work activity or the demonstration of a skill.
Product Developer	Individual contracted to work with the standard development committee, state liaison, industry subcouncil and IOSSCC for the adaptation, adoption or development of skill standards content.
Reliability	The degree of precision or error in an assessment system so repeated measurements yield consistent results.
Skill	A combination of perceptual, motor, manual, intellectual and social abilities used to perform a work activity.
Skill Standard	Statement that specifies the knowledge and competencies required to perform successfully in the workplace.

Standards Development Committee	Incumbent workers, supervisors and human resource persons within the industry who perform the skills for which standards are being developed. Secondary and postsecondary educators are also represented on the committee. They identify and verify occupational skill standards and assessment mechanisms and recommend products to the industry subcouncil for approval.
State Liaison	Individual responsible for communicating information among all parties (IOSSCC, subcouncil, standard development committee, product developer, project director, etc.) in skill standard development.
Third-Party Assessment	An assessment system in which an industry-designated organization (other than the training provider) administers and controls the assessment process to ensure objectivity and consistency. The training provider could be directly involved in the assessment process under the direction and control of a third-party organization.
Validity	The degree of correspondence between performance in the assessment system and job performance.
Workplace Skills	The generic skills essential to seeking, obtaining, keeping and advancing in any job. These skills are related to the performance of critical work functions across a wide variety of industries and occupations including problem solving, leadership, teamwork, etc.

Assessment and Data Collection	Those processes/procedures used to gather information through observation, measurement, subjective, objective, and functional findings; progression toward goals; and interpretative processes/procedures applied to formulate a judgement/decision within the established physical therapy plan of care. Assessment and data collection should not be confused with examination or evaluation which may only be performed by the physical therapist.
Client	Individual who is not necessarily sick or injured but who can benefit from physical therapy services.
Intervention	The purposeful and skilled interaction of the physical therapist and/or physical therapist assistant with the patient/client, and, when appropriate, with other individuals involved in the patient care, using various methods and techniques to produce changes in the patient's condition consistent with the diagnosis and prognosis.
Patient	Individual who is the recipient of physical therapy direct intervention.
Physical Therapist	A person who is a graduate of an accredited physical therapist education program and is licensed to practice physical therapy.
Physical Therapist Assistant	A person who is a graduate of an accredited physical therapist assistant education program and is licensed to assist the physical therapist in the provision of physical therapy. The physical therapist assistant may perform physical therapy procedures and related tasks that have been selected by and are under the direction of the supervising physical therapist.
Physical Therapy Aide	Any support personnel who may be involved in the provision of physical therapy directed support services which are limited to tasks which may include methods and techniques that do not require clinical decision making of the physical therapist or the clinical problem solving of the physical assistant. The aide may function only with the continuous on-site supervision by the physical therapist or physical therapist assistant. **Credentialing of physical therapy aides is not endorsed or recognized by the Illinois Physical Therapy Association and/or the American Physical Therapy Association.**

Plan of Care	That aspect of the physical therapy examination and evaluation that describes how that patient's care will be managed, to include treatment, interventions, short- and long-term goals, and requirements for discharge from physical therapy.
Screening	A process used to determine the need for further examination or consultation by a physical therapist or for referral to another health professional based on an existing tool that is predefined and pre-selected.
Supervision	A process where two or more people actively participate in a joint effort to establish, maintain and elevate a level of performance, structured according to the supervisee's qualification, position, level of preparation, depth of experience and the environment within which the supervisee functions.
Treatment	One or more interventions used to produce changes in the health status of the patient; the sum of all interventions provided by the physical therapist during an episode of care.

Margaret Blackshere	AFL-CIO
Judith Hale	Hale Associates
Michael O'Neill	Chicago Building Trades Council
Janet Payne	United Samaritans Medical Center
Gene Rupnik	Hospitality Industry
Jim Schultz	Illinois Retail Merchants Association Walgreen Company
Larry Vaughn	Illinois Chamber of Commerce

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Barbara Sullivan	Executive Director VNA Central Illinois
Dr. Walter Zinn	Optometrist
Kathryn Torricelli	State Liaison Illinois State Board of Education

APPENDIX E

PHYSICAL THERAPIST ASSISTANT CLUSTER STANDARDS DEVELOPMENT COMMITTEE

Diane Abels, PT	Physical Therapist Trinity Medical Center
Jennifer Baird, PT	Physical Therapist OSF – St. Mary Medical Center
Mickey Bonk, PT	Physical Therapist Rush Medical Center
Kimberly Brown, PT	Academic Coordinator of Clinical Education Elgin Community College
Tim Caruso, PT	Physical Therapist Shriner's Hospital
James Dayhuff, PT	Director of Clinical Education Finch University/Chicago Medical School
Kristin Fuller, PTA	Physical Therapist Assistant West County Sports Fitness Center
Tim Harbers, PT	Physical Therapy Coordinator Green Tree Therapy
Pat Johnson, PT.OT	Director of Rehabilitation Services Shriner's Hospital
Polly Masemore, PT	Physical Therapist St. Joseph Medical Center
Peggy McGonigle, PTA	Physical Therapist Assistant Victory Memorial Hospital
Greg Monson, PT, OSC	Director of Industrial Rehabilitation Rock Valley Physical Therapy
Julie Muertz, PT	Instructor and Coordinator of PTA Program Belleville Area College
Tracey Nieder, PTA	Physical Therapist Assistant St. John's Mercy Medical Center
Jay Pardus, PT	Director of Physical Therapy Marion Memorial Hospital

Becky Rogers, PTA	Physical Therapist Assistant Partners in Rehabilitation
Patricia Santucci, PTA	Assistant Therapy Director Children's Development Center
Paula Schlecht, PTA	Physical Therapist Assistant Memorial Hospital
Debi Schneider, PT	Physical Therapist Memorial Physical Therapy Center of Belleville
Alan Tomasko, PT, ATC, CSCS	Director of Rehabilitive Services OSF – St. Mary Medical Center
Barbara Zelm-Miller, PTA	Physical Therapist Assistant SEDOM
Debra Gray, MEd, PT	Product Developer Lincoln Land Community College
Kathryn Torricelli	State Liaison Illinois State Board of Education

I. Occupational Definition and Justification

A. Occupational Definition

Physical therapy is the care and services provided by or under the direction of a physical therapist. Physical therapy is practiced in a broad range of inpatient, outpatient and community-based settings.

Physical Therapist Assistants are graduates of an accredited physical therapist assistant education program and are licensed to assist the physical therapist in the provision of physical therapy. The physical therapist assistant may perform physical therapy procedures and related tasks that have been selected by and are under the direction of the supervising physical therapist.

Physical Therapy Aides are support personnel who may be involved in the provision of physical therapy directed support services which are limited to tasks which may include methods and techniques that do not require clinical decision making of the physical therapist or the clinical problem solving of the physical therapist assistant. The aide may function only with the continuous on-site supervision by the physical therapist or physical therapist assistant.

B. Employment and Earnings Opportunities

1. Education and Training Requirements

Physical therapist assistants are graduates of a physical therapist assistant associate degree program accredited by an agency recognized by the Commission on Accreditation in Physical Therapy Education (CAPTE). Admission into physical therapist assistant programs is competitive and it is not unusual for colleges to have long waiting lists of prospective candidates. The Illinois Department of Professional Regulation must license physical therapist assistants. Licensing requirements include: being at least 18 years old; graduation from an accredited associate degree program in physical therapist assistant; and passing a written examination authorized by the Illinois Department of Professional Regulation.

Physical therapy aides receive individualized on-the-job training. There are no formal training programs for physical therapy aides. The American Physical Therapy Association opposes certification or credentialing of physical therapy aides and therefore will not endorse or recognize such programs.

2. Employment Opportunities

"Physical therapist assistants" is one of the top 50 fastest growing occupations in the state. Nationally and in Illinois, employment of physical therapist assistants is expected to grow much faster than average through 2006. The growing and aging population will continue to spur demand for therapeutic services. In addition, licensed physical therapist assistants are being used more to carry out tasks as directed by a physical therapist. While the supply of qualified physical therapist assistants currently meets demand, opportunities should be good for graduates of approved training programs.

3. **Earnings Opportunities**

	Middle Range Annual Earnings, 1998*
Physical Therapist Assistant	$23,480 - $32,865
Physical Therapy Aide	$14,560 - $16,640

** Middle range is the middle 50%, i.e., one-fourth of persons in the occupation earn below the bottom of the range and one-fourth of persons in the occupation earn above the top of the range.*

Sources: Horizons Career Information System; 1998 Occupational Wage Survey, Illinois Department of Employment Security; 1997-1998 Health Education Directory.

II. Occupational Standards and Credentials

A. Occupational Standards

B. Assessment and Credentialing System

III. Industry Support and Commitment

A. Industry Commitment for Development and Updating

1. The Subcouncil and the Standards Development Committee developed these performance skill standards. The development effort utilized the following steps:
   a. Identification of performance skills.
   b. Review of resources.
   c. Convening of Standards Development Committee.
   d. Validation and approval of performance skills by Standards Development Committee.
   e. Development of draft performance skills.
   f. Review of skill standards by Standards Development Committee.
   g. Review and approval of the skill standards by the Subcouncil and practitioners.
   h. Approval of skill standards by the Subcouncil.
2. A list of Subcouncil and Standards Development Committee members may be seen in Appendixes D and E, respectively.

B. Industry Commitment for Marketing

The Health and Social Services Subcouncil is committed to marketing and obtaining support and endorsement from the leading industry associations impacted by the skill standards. Upon recognition/endorsement of the skill standards by the IOSSCC, the Subcouncil strongly recommends developing and providing an in-service/seminar package for members of the Health and Social Services Subcouncil to provide awareness and to obtain full industry commitment to the development of a full industry marketing plan.

The Subcouncil encourages that the occupational skill standards be made available to the public including students, parents, workers, educators at all levels, employers and industry organizations.

A. Developing an Employment Plan	1.	Match interests to employment area.
	2.	Match aptitudes to employment area.
	3.	Identify short-term work goals.
	4.	Match attitudes to job area.
	5.	Match personality type to job area.
	6.	Match physical capabilities to job area.
	7.	Identify career information from counseling sources.
	8.	Demonstrate a drug-free status.
B. Seeking and Applying for Employment Opportunities	1.	Locate employment opportunities.
	2.	Identify job requirements.
	3.	Locate resources for finding employment.
	4.	Prepare a resume.
	5.	Prepare for job interview.
	6.	Identify conditions for employment.
	7.	Evaluate job opportunities.
	8.	Identify steps in applying for a job.
	9.	Write job application letter.
	10.	Write interview follow-up letter.
	11.	Complete job application form.
	12.	Identify attire for job interview.
C. Accepting Employment	1.	Apply for social security number.
	2.	Complete state and federal tax forms.
	3.	Accept or reject employment offer.
	4.	Complete employee's Withholding Allowance Certificate Form W-4.
D. Communicating on the Job	1.	Communicate orally with others.
	2.	Use telephone etiquette.
	3.	Interpret the use of body language.
	4.	Prepare written communication.
	5.	Follow written directions.
	6.	Ask questions about tasks.
E. Interpreting the Economics of Work	1.	Identify the role of business in the economic system.
	2.	Describe responsibilities of employee.
	3.	Describe responsibilities of employer or management.
	4.	Investigate opportunities and options for business ownership.
	5.	Assess entrepreneurship skills.
F. Maintaining Professionalism	1.	Participate in employment orientation.
	2.	Assess business image, products and/or services.
	3.	Identify positive behavior.
	4.	Identify company dress and appearance standards.
	5.	Participate in meetings in a positive and constructive manner.
	6.	Identify work-related terminology.
	7.	Identify how to treat people with respect.

G. Adapting to and Coping with Change	1.	Identify elements of job transition.
	2.	Formulate a transition plan.
	3.	Identify implementation procedures for a transition plan.
	4.	Evaluate the transition plan.
	5.	Exhibit ability to handle stress.
	6.	Recognize need to change or quit a job.
	7.	Write a letter of resignation.
H. Solving Problems and Critical Thinking	1.	Identify the problem.
	2.	Clarify purposes and goals.
	3.	Identify solutions to a problem and their impact.
	4.	Employ reasoning skills.
	5.	Evaluate options.
	6.	Set priorities.
	7.	Select and implement a solution to a problem.
	8.	Evaluate results of implemented option.
	9.	Organize workloads.
	10.	Assess employer and employee responsibility in solving a problem.
I. Maintaining a Safe and Healthy Work Environment	1.	Identify safety and health rules/procedures.
	2.	Demonstrate the knowledge of equipment in the workplace.
	3.	Identify conservation and environmental practices and policies.
	4.	Act during emergencies.
	5.	Maintain work area.
	6.	Identify hazardous substances in the workplace.
J. Demonstrating Work Ethics and Behavior	1.	Identify established rules, regulations and policies.
	2.	Practice cost effectiveness.
	3.	Practice time management.
	4.	Assume responsibility for decisions and actions.
	5.	Exhibit pride.
	6.	Display initiative.
	7.	Display assertiveness.
	8.	Demonstrate a willingness to learn.
	9.	Identify the value of maintaining regular attendance.
	10.	Apply ethical reasoning.
K. Demonstrating Technological Literacy	1.	Demonstrate basic keyboarding skills.
	2.	Demonstrate basic knowledge of computing.
	3.	Recognize impact of technological changes on tasks and people.
L. Maintaining Interpersonal Relationships	1.	Value individual diversity.
	2.	Respond to praise or criticism.
	3.	Provide constructive praise or criticism.
	4.	Channel and control emotional reactions.
	5.	Resolve conflicts.
	6.	Display a positive attitude.
	7.	Identify and react to sexual intimidation/harassment.
M. Demonstrating Teamwork	1.	Identify style of leadership used in teamwork.
	2.	Match team member skills and group activity.
	3.	Work with team members.
	4.	Complete a team task.
	5.	Evaluate outcomes.

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